2012 Charter School Application

Cover Sheet

The Village Green - A Virtual Public Charter High School
Proposed Charter School Name

Providence, Rhode Island
School Location

Charter School Information

Name:	Robert Pilkington, Ed.D.
District:	Providence
Mailing Address:	210 Squantum Drive
City:	Warwick
State:	Rhode Island
Zip:	02888-5333
Telephone:	401.378.7007
Fax:	401.533.9928
Email:	rpilk@rinimc.org

Indicate the grade levels of the proposed Charter School

Year 1	9 and 10
Year 2	9, 10 and 11
Year 3	9, 10, 11 and 12
Year 4	9, 10, 11 and 12
Year 5	9, 10, 11 and 12

Independent Public Charter School

Destiny House of Rhode Island
807 Broad Street, Suite 330
Providence, RI 02907
Phone: 401-270-5320 and Fax: 401.270.1599

Projected student enrollment (state-wide with 75% urban/25% non-urban target)

Projected student enrollment (1st year)	136
Projected student enrollment (2nd year)	204
Projected student enrollment (3rd year)	272
Projected student enrollment (4th year)	272
Projected student enrollment (5th year)	272
Total number of Teachers	
Teacher/Student Ratio	1:14

March 1, 2012

Robert Pilkington, Ed.D. (author/designer/operator) Date
Rochelle Baker, M.Ed., MSW (Chair, Destiny House)
Signatures and affiliations of contact persons

The Village Green
Virtual Public Charter School

March 1, 2012

Dear Reader:

This most recent iteration of the Village Green is truly a product of good timing. When the school was initially proposed in 2001 it promised to "deliver to students of choice and circumstance, technology, a community rich in human contact, expanded roles for teachers and a powerful curriculum." (Pilkington 2001)

More than a decade later, and after having been submitted to the commissioner as a K to 8 charter school in 2006, the concept of a "virtual school" in Rhode Island is poised for acceptance and the early promises of the Village Green back in 2001 are the executable promises of the Village Green today.

In 2001 the original Village Green pilot work was done on a Windows 98 computer with Microsoft Works and a dial up modem for connectivity. MySpace and Facebook were two years away from being part of our collective cultural experiences. In 2006 the full charter application was produced using Word 2003 with a cable modem for internet service. Hardware was costly and the iPhone wouldn't debut until late February 2007; two months after the charter submission in late 2006.

Since that "oh so long e-time ago" of six years, we have seen the passage of the National Instructional Materials Accessibility Standard (NIMAS), the establishment of the Center for Applied Special Technology (a collaboration between MIT and Google experimenting with the XML coding of texts) and the advent of robust online curricula with Universal Design considerations.

Software, intended to be used by all learners, has ushered in the commercial success of distance learning in both elementary and secondary levels as well as higher education. To say that the e-learning world is quickly evolving is not only cliché but an axiom as well. Fittingly enough, portions of this school's application were written in Mexico because "the cloud" enabled access to the draft application and all its supporting documents and research through web based file sharing accounts.

We all know it is an amazing world of unfathomable technological advances and opportunities and the ultimate challenge of this application is to pretend to fully understand them and to be able to forecast them. How will the e-learning environment

truly transform education? Instead of just wanting to know the answer to that question, this application aspires to be the question and be it by purposeful design.

The Village Green will change the structures, the delivery systems, the teacher skills, attitudes and dispositions and the manner in which high school students relate to their own learning and growth. In the aspiration which is an application and prospectus, the Village Green's goal is to build an organization which takes what we know about quality instruction and assessment, package it in a physical delivery method which best engages today's young minds and then re-engineer the adult work scope to optimally facilitate the introspection, technological skills and confidence which students need to excel academically.

The notion of changing policy and advancing technology is one that will be carefully addressed in this application. Policy recommendations can be found in text boxes inserted as an aside to the application but placed strategically where the issue is raised in the application's narrative.

As a culture we are now immune to the rapidity of newly emerging technologies, yet educationally, we still collectively suffer from what Toffler (1970) termed "Future Shock."

The result of our "future shock" is a paralysis in truly embracing technology in schools. Inside the educational industry there is not one among us who does not value and recognize the power of technology as a social, learning and productivity tool. We also see aptitudes demonstrated by students which are impressive in their intuitiveness and ubiquitous in their mischievous youthful application.

Yet, take those same techno-cultural competencies and apply the axioms of distance learning to the current image of a school structure (which thrives on routine and convention) then skepticism and "hole poking" questions will soon arise. Yet, where else but in the virtual world can student idleness during a lesson or classwork be quantified and recorded? The unappreciated paradox of distance, or virtual, education is that inherent in its freedom and flexibility is extreme accountability.

Presenting the Village Green in a manner which speaks to the ultimate flexibility of learning approaches for each student, highlights the potential policy implications (while providing policy recommendations) and affirms the organization's viability all while asserting the quantifiability of the virtual student's outcomes will be this application's greatest challenges.

Sincerely,

Robert Pilkington, Ed.D.

Table of Contents

i.	Prefatory letter	2
ii.	Executive Summary	5
I.	Mission Statement	9
II.	Statement of Need	9
III.	Accountability	11
IV.	Educational Program	13
V.	School Management	24
VI.	Variances and Waivers	32
VII.	School Calendar	33
VIII.	Special Student Populations	33
IX.	Support Services	37
X.	Health, Safety and Nutrition	37
XI.	Building	38
XII.	Student Enrollment and Demand	40
XIII.	School Community	41
XIV.	Timetable	42
XV.	Replication	42
XVI.	Operating Budget and Financial Plan	43
	Required Attachments	
	a. Resumes of Key Founders	46
	b. School By-laws	53
	c. Curriculum Sample	58
	d. School Schedule and Calendar	59
	e. School Development Timetable	60
	f. Destiny House of Rhode Island letter of Support	61
	g. Facility Information	63
	h. References	67
	i. Copy of letter of intent dated 12/01/2001	70
	j. The Chartered Course; early spring 2002	72
	k. Carpe Diem Collegiate profile and Blended Model Matrix	75
	l. Tables of Organization for years 1 through 5	78
	m. Chief Administrative and General Teacher Specifications	81
	n. Village Green Finance Procedures Manual	87
	o. Sample Emergency Procedures Manual (Pilkington 2010)	95
	p. Village Green Code of Conduct	110
	q. Course Sequence/Program of Study: Year one	117
	r. Budget Projection, Narrative and Salary Schedule	118

Executive Summary

- The Village Green is a bricks and mortar "virtual high school" which will be located in Providence and will utilize high quality e-learning curricula to serve its student body of which a majority will come from urban areas (75% urban to 25% non-urban target catchment areas). This unique school will create a learning environment hallmarked by a 1:1 ratio of computers to students, be primarily and physically composed of a large grouping of individual student learning centers (the Green) surrounded by conference and classroom space, student informal learning environments and administrative and school spaces (the Village).

  Faculty will be primarily responsible for the management and planning of their student's digital learning, the analysis of daily data on student performance and then serve as the scheduler of workshops, lectures and supplementary instruction of both a remedial and an accelerated nature. The school intends to execute a management plan which combines technology and personalization to create a customized learning continuum for every child regardless of skill level and ability, expand the models of school service delivery available for family choice options, maximize access and increase productive time to technology for teens, endeavor to form a cohesive community with identity and rituals within a "virtual school" paradigm and reshape teaching while redefining the public school experience.

- The Village Green will start with two grades (9 and 10) with 68 students in each grade. In the ensuing two years the school will add 68 students in each subsequent 9^{th} grade cohort until a maximum of 272 is reached in year three. Targeted recruitment efforts will have a goal of enrolling seventy five percent from Providence, Pawtucket, Central Falls and Woonsocket. The remaining twenty five percent will be recruited state-wide. There is no targeted and sub-group of at-risk students to whom this application is designed; this school purposefully attracts all learners regardless of skill level or language proficiency

- The founding group is comprised of veteran community based activists and charter school educators from both a leadership and operational sectors. Robert Pilkington, Ed.D. is a long time Rhode Island charter school leader, charter school support organization founder, school designer and operator. Rochelle Baker, MSW is a founder of the Textron/Chamber of Commerce Academy (1994/1995) where she is currently responsible for Admissions, Student and Family Relations, Building and Business Operations and After School Programming. Rochelle is also the President of the Board of Directors for Destiny House RI.

  Eleanor "Candy" Brown-McSwain, MSW, began her work in domestic violence as a volunteer in Rhode Island's first court-based Temporary Restraining Order Office in 1989 and is the Executive Director of Destiny House RI. Candy holds a Master's Degree in Social Work from Rhode Island College has received the Marguerite Beaubien Award for Community Service from the Urban League of

Rhode Island. This group collectively has sixty years of RI charter school operation and design, alternative public school management and community based organizational and non-profit leadership almost exclusively in the city of Providence.

The sponsor, Destiny House RI is one of the foremost community based organizations in South Providence. Destiny House is a Domestic Violence Prevention Agency for Adolescents, Pregnant & Parenting Teens, and Families. Their mission is, "to empower adolescents, pregnant and parenting teens, and families in communities of color to break the cycle of violence and poverty".

Destiny House was founded in 1998 by Eleanor C. Brown-McSwain, a survivor of domestic violence herself. Destiny House has been an active organization in the Providence, RI community and continues to grow to this day. Their ongoing goal is to address domestic violence specifically among minority groups and provide help and support to those affected by violence regardless of gender, sexual orientation, religious affiliation, or age.

- A virtual school of this type does not exist in Rhode Island, however, due to the customizable nature of e-learning students who seek acceleration, need to work at their own pace with one on one assistance, are English Language Learners, desire flexible schedules, need credit recovery, have designs on a career in technology or have learning styles and abilities that respond well to the computer environment would benefit from the Village Green experience. Because there is no targeted or niche sub-group the school can be attractive to a myriad of student and family needs. Additionally, the school's mission calls for "reshaping teaching and redefining school" and in doing so the Village Green consciously engages policy decisions found within the application as an attempt to make actionable the emerging policy directives (2012 - H7126) surrounding "State-wide Virtual Education" (McNamara 2012) in Rhode Island and thus extends the notion of "community needs" to include the RI educational community.

- The school's learning environment is infused with technology and human interaction. Students work in an on-line curriculum in both major subjects and electives that are assigned and customized by diagnosis of mastery, benchmarked by time intervals, where academic progress is recognized by proficiency and on-line time is punctuated with time in both formal and informal learning environments. The school's Green is a large room with many individual student learning stations in a "bull pen" format. Each student essentially has their own cubicle with their own computer and materials. On the perimeter is the Village, a collection of conference rooms, lecture halls, classrooms and student café environments. Teachers will be teamed and assigned a case load of students. It is the teacher's responsibility to assist the student with the setup and parameters of their tailored courses of study.

Through the hourly and daily review of student progress data the teachers will create opportunities for one on one or group work in the Village's learning rooms with the goal of resuming the self-paced modules in the Green. Teachers will be responsible for spotting trends among students in need of simultaneous acceleration or remediation. In these instances small group sessions will be held in the conference rooms and classrooms as needed. Students working alone or in groups may do project work in the Design Spaces (café environments). The café style of student space allocation offers students "experiences in informal environments for learning which are typically characterized as learner-motivated, guided by learner interests, voluntary, personal, ongoing, contextually relevant, collaborative and nonlinear."

Design Spaces can also support learning rich with real world experiences, and are places where people can pursue and develop interests, engage in inquiry and reflect on their experiences through sense making conversations." (Bell 2009). While the school day will have a definition (start and stop) the school will be open at least five hours past the traditional closure time to accommodate flex time schedules and non-traditional learners. The school will be high tech in its use of computerized tracking (attendance, time on task, progress and proficiency) but very personal in the degree which teachers know the strengths and challenges of their cohort of students.

- Education 2020 (www.education2020.com) and Giant Campus (www.giantcampus.com) will serve as the materials and instructional backbone of the school. Education2020 is a full high school curriculum in all major subjects and electives which is delivered electronically in the form of sequenced lessons that include a video lesson, reading and extension examples, text to speech capability, instant Spanish language translation or instruction, guided note taking, reinforcement exercises, self-monitored review options, instant writing correction, practice quizzes, and assessments which determine mastery and promotion to the next module or level only when proficiency has been met.

  Giant Campus is a distance learning company who specializes in on-line curriculum delivery for students interested in web-design and game design. This series of elective offerings has the potential for a school within a school at some point if customer demand is demonstrated. The core characteristics of the e2020 and Giant Campus educational philosophies is that students who are motivated by an electronic environment and who desire independence and self-pacing will flourish when appropriately challenged with frequent benchmarks and a comprehensive course sequencing wrapped around a modern and attractive web based delivery platform which serves all learning styles and has been crafted with seamless XML coding and universal design principles embedded. Education 2020 and Giant Campus have been built to align with the Common Core standards. Education 2020 and Giant Campus are the suppliers of a purchased curriculum and not an educational management company or a franchise seller.

- The Village Green plans to execute an educational plan which requires every student to take core courses in major subject areas which are unflinchingly aligned to the Common Core standards and which do not allow progress through lessons, modules and courses unless proficiency through the standards based instruction and assessment are reached. In order to be promoted, student achievement must be demonstrated. In order for student achievement to take place faculty members must examine daily assessment and tracking data and attack skill deficiencies and ability lapses with targeted one on one and small group lessons. Due to the sequential nature of the on-line curriculum the sole focus of both student and teacher is skill attainment as demonstrated by proficiency levels within the curriculum as aligned to Common Core. The e2020 curriculum, due to its adaptability, diagnostic capability, RTI data collection dashboards and engaging interface, is tailored built for special populations. Every lesson and module is offered in Spanish for use by ELL students. Embedded XML coding allows for instant translations and text to speech functions from English to Spanish and Spanish to English as well as eleven other languages. The e2020 system is designed to accommodate all learners in an environment of proficiency based promotion linked to Common Core standards attainment.

- The Village Green will use three tiers of assessment. The first tier is the diagnostic, practice, formative and summative proficiency based assessments found within e2020 and Giant Campus curricula. The second tier is Global Scholar's Performance Series, which is a computerized, adaptive, longitudinal and externally scored assessment series in math, reading and language usage. This battery, given two times per year, is nationally normed, robust in its longitudinal data collection and completely web based. Global Scholar is coincidentally the vendor charged with developing the state-wide IMS through R2T funding. Lastly, NECAP or PARCC will be the summative metric used by the school as part of its RIGL Title 16-77 obligations and charter renewal protocols.

- The business plan is similar to the one found in other similarly sized charters such as Beacon Charter High School for the Arts or the RI Nurses Institute Middle College. Reaching an economy of scale in the mid to high two hundred's with regard to student enrollment, leasing a low cost facility, covering capital costs with Charter School Program grant funding for planning and implementation, maintaining a balanced teacher corps with regard to size and salary level, purchasing cost effective and outsourced special services and hiring specialists as consultants can allow a small school to sustain and grow. Financial management will be initially outsourced to a CPA or accounting firm and the school will comply with all reporting and auditing requirements. With regard to potential partners, the interest in high tech careers and technical education is keen and timely and there are both private and public funds focused in the establishment of distance learning or virtual school programs.

Section I - Mission Statement

The original and ultimate mission statement of the Village Green is:

The Village Green exists to advance individualized education and family choice by maximizing technology, creating community, reshaping teaching and redefining school.

The secondary mission statement of the school as phrased in language attempting to align with accepted mission metrics expectations is:

Every student, regardless of past experience or current designation, will academically progress within an e-learning framework at a measured annual rate, under the watchful guidance of a caring teacher, with the support of a community of peers and will outperform their traditional education sub-group counterparts by at least 10% on all state-wide standards based performance assessments.

Section II - Statement of Need

In 2001, Corine Hadley, then president of the National Association of State Boards of Education issued a landmark report entitled *Any time, any place, any path, any pace: Taking the lead on e-learning policy*. This report foretold of the coming educational revolution in distance learning and cyber schools. In very clear terms the NASBE alerted its members to prepare for the soon coming day when public education would come full circle; "from the one room schoolhouse to the any room schoolhouse".

The report was issued after six days of study group conferences in Alexandria, VA and Washington, DC during January, March and June of 2001. Central to the recommendations of the study group was the notion that member state boards of education should be encouraging the growth of e-learning.

"Having examined the emerging evidence and considered the doubts and cautions, the NASBE Study Group on e-Learning concluded that ***e-learning will improve American education in valuable ways and should be universally implemented as soon as possible … State education policymakers should seize the opportunity to take the lead and move decisively to assure that e-learning spreads rapidly and equitably, is used well, and strengthens the public education system.***."
(Italics and bold face added for emphasis by the NASBE)

Currently, Organizations such as the NASBE and the International Council for Online Learning (iNACOL) continue to inform their members and the educational community about the e-learning revolution. In October of 2006 in Louisville, Kentucky at the NASBE annual conference, "The Changing Face of American Education," a presentation was given on Sunday the 14th on "*Alternatives to Traditional Public Education*". The workshop called the growth of home schooled students and the rise in cyber schools "two of the biggest developments over the last decade in alternative

education" and the workshop's goal was to "explore the impact they are having as drivers of change in creating a new vision of schooling in the 21st century."

In November of 2011 in Indianapolis, Indiana, iNACOL conducted its annual symposium and Executive Director Susan Patrick and Board Chair Tom Vander Ark presented their paper entitled *Authorizing Online Learning* which was prepared for the National Association of Charter School Authorizers. In the paper Patrick and Vander Ark wrote, "students should be encouraged to go as far and as fast as they can. Schools should be rewarded for accelerating student progress. States should create innovation spaces for competency based models, where funding follows the child and is outcomes based. Online learning, credit recovery, and blended school models offer innovation spaces for converting the system to student centered models.

Thus far in Rhode Island there have been modest experiments in distance learning and they have been implemented as a value added components to traditional schools. There has been no local or state supported endeavor to create a stand-alone virtual school that harnesses the power of online learning while simultaneously and purposefully creating a vibrant and real community of learners.

The National Alliance of Public Charter Schools reports that in 2010/2011 there were 4,909 charter schools operating in forty sates plus the District of Columbia. Of the 4,909 charters, 361 were virtual schools. Of the forty one chartering regions in the United States there are thirty which have virtual schools. Rhode Island has none.

From a national perspective virtual schools are growing steadily. iNACOL looks at the growth of virtual education across all educational sectors and just not charter schools. On its 2011/2012 dashboard of national statistics the showed the following

- State virtual schools or state-led online learning initiatives exist in 40 states.
- State virtual schools had about 536,000 course enrollments in 2010-11.
- 30 states plus Washington DC have at least one full-time online school operating statewide.
- About 250,000 students attend full-time online schools

The number of students of both "choice and circumstance" who, along with their families, are searching for a public education that is non-traditional and responsive to their special needs is growing yearly. For families who desire to stay in more traditional public choice schools the state's sixteen charter schools offer a sound alternative. However, the charter schools in Rhode Island have a waiting list that is larger than the present total enrollment in all sixteen schools. There are simply fewer seats in schools that are attractive to families looking for an educational experience that is more responsive and adaptive to their needs than there are students to fill them. The chances of enrolling in a unique and adaptive high school which has the methodology of a virtual school are currently non-existent.

In perfect alignment with the Rhode Island Charter Statute

The law requires that charter schools be authorized to accomplish all of the following: improve pupil learning, increase learning opportunities, encourage the use of innovative teaching methods, create opportunities for teachers, provide parents and pupils with expanded choices, be accountable for measurable student based academic results and encourage parental and community involvement. The Village Green meets all seven criteria while pushing the definition of how Rhode Islanders view what a school is and can be.

Additionally, the Village Green fulfills a need with regard to policy implementation and policy review. Issues such as certification of teachers, open windows for rolling enrollment, fractional funding, funding through progress payments, competency based chargeback systems and inter-school system acceptance of credits and competency based credentials regardless of seat time expended are all future funding battlegrounds. States such as Wisconsin, Florida, Minnesota and Utah have all recently passed laws creating innovative funding and staffing models for their virtual schools.

Section III - Accountability

Charter accountability

Above all, the school views itself as being most accountable to the students and their families. The greatest indicator or measure of success and progress will be the continued confidence shown in the school by those it is designed to serve.

Contained within the structures of both the board and the administration are charter fulfillment committees. These groups will actively monitor the schools adherence to the principles and tenets found within this document and any subsequent amendments.

The school recognizes and appreciates the validity and usefulness of the current RIDE data collection and accountability system and possesses a genuine commitment to being part of that meaningful and evolving system of school accountability. As required by law, all mandated tests (NECAP aligned with GSEs and soon to be implemented Common Core Assessments), data collection initiatives and reporting protocols will be followed. Specifically, this includes NECAP and other state tests, SurveyWorks! and regent's charter school regulations.

Additionally, the school will employ an externally scored assessment that is longitudinal in nature. A test battery such as the Performance Series from Global Scholar will give the school baseline and improvement data in a student by student context in math reasoning/problem solving, math computation, language usage and reading comprehension. By developing independent and longitudinal data on each student's academic development the school can assess its program and modify it to meet demonstrated student needs.

Public accountability

As required by law, the school will report to the commissioner and regents on at least an annual basis.

Additionally, the school will report to any sending or host district as requested.

The board's meetings are subject to the open meetings law.

The board principle of ensuring a transparency of the budgetary development and approval process is advanced by the broad based make-up of the board and the key committees of both the board and administration.

As an independent LEA with non-profit status (501 c 3) the school will be subject to the quarterly summary reports by the RI State Auditor General and the Internal revenue Service as well as being subject to its own independent audit performed by a Certified Public Accountant. The school's UCOA data will be part of its annual state reporting and audit.

SMART Accountability

A broad range of learners from around Rhode Island, but with a concentration in recruitment in the urban areas, will be members of a vibrant and social community of e-learners. The school's accomplishments will be to *specifically* lead the entire student body to greater heights of skill proficiency in a standards based and on line curriculum. Located in a physical plant unlike any other public school, the Providence campus will have large learning centers and smaller design spaces to create a modern and work-like atmosphere. The faculty will be responsible to monitor and customize the on-line curriculum and to gather students in small groups for targeted assistance or remediation. Their teaching will be an immediate response to student performance data.

State approved standardized psychometrics as analyzed by the Transformation Office's charter school accountability will be the *measurable* currency. Other internal metrics, such as Performance Series, e2020 evaluations or SurveyWorks!, will be tendered in accountability discussions as well.

The goal of opening the Village Green is imminently *attainable* do to the unique nature of the school's program, the current interest in charter school enrollment and that the economic advantages of running a virtual school realize a cost savings of 10% to 15% per year. (Patrick and Vander Ark 2011)

The goal of opening the Village Green is *realistic* given the nature of the *attainable* goals.

The Village Green is both *timely and tangible* in that Rhode Island needs a virtual school option to advance the research and development function of charters.

Section IV – Educational Program

Philosophy

The founding group's fundamental core belief is that education of the young is the primary responsibility of the culture's adults; that creating great learning environments which are singularly focused on providing expanded opportunities to young people and designed for the sole purpose of the continued betterment of their lives and communities, is our solemn responsibility.

With regard to educational practice, the values the group holds to be foundational are that every child and parent has the right to choose a form of free and compulsory public education that is most appropriate for them and that a wider variety and larger menu of choice options should exist to facilitate those decisions.

Furthermore, schools should be designed around student need and that technology should be embedded within the school's cultural and pedagogical organizational design in such a way that its use becomes transparent and not either the showplace, panacea or nuisance that it is today. While technology exists in every school and its use wide-spread, is not omnipresent. Technology is still an ancillary in the teacher driven classroom setting.

The group also believes that given the proper environment all students can utilize technology to reach their academic potential. Teachers, when freed of the necessity to construct lessons aligned to a set of standards can instead dedicate their time to the analysis of student progress data and then customize for each student either the remediation or acceleration needed. Typically, teachers spend time in lesson creation and assessment tabulation (in addition to class room teaching) and simply don't have the time or tools needed to truly differentiate.

However, given the on-line curriculum and short cycle assessment, combined with daily face to face rotational work, more personalized progress and skill attainment can be achieved. Even the most formidable teacher who is able to create, teach, assess, analyze and then create individual plans based on the analysis of the "student by student" data cannot guarantee that 100% of the lessons are universally designed, presented using Bloom's taxonomy, engaging to all learning styles and instantly translatable into twelve languages. Current educational software is able to do this and we believe that each child and family should be able to choose this mode of schooling.

We fundamentally believe that the current organizational structure for the delivery of instruction (the teacher as the sole deliverer of curriculum) is sub-standard to the concept of the teacher as manager of curriculum for student learning, assessment and proficiency based promotion or advancement.

We hold core the belief that grassroots and community organizations can excite and motivate the voiceless in efforts to create great change. Community Based

Organizations designed to serve a different mission can affect even greater change by supporting other missions as well; especially when the core fundamental principles of both sponsor and school is this that positive change only comes through education.

"What does the research say?"

There is a rapidly enlarging amount of research on distance, virtual or on-line learning. Oddly, the constant trend which runs through the e-learning research is that there's not much research on e-learning yet.

There are some tangible recommendations on what makes a good on-line learning experience or on-line based school; high quality and aligned curricula, flexibility of access, highly quality leadership and governance, importance of equipment repair, issues of connectivity, high degree of socialization, teacher training, tied to state assessments, etcetera, etcetera.

The research is telling us that there's not much research for two reasons: the first being that current research is currently defining the sub-sectors and parameters of e-learning for further study (socialization, management and operations, policy implications, authorizing factors, or developing case studies of individual schools) and that the time and opportunities for summative assessment data comparison have not yet occurred.

However, there is a rich body of evidence which says that e-learning is growing, there are emerging best practices, authorizers need to be aware of types of schools and trends and that the on-line experience for the student should allow for the fullest use of technology by every student and that school structures can shift adult roles to best need the widest array of student learning styles possible.

In looking at research, it became clear that industry leading organizations had done the most comprehensive work on e-learning. Primary research for the structural and pedagogical foundation of the Village Green comes from the National Association of State Boards of Education (NASBE), the National Association of Charter School Authorizers (NASCA), and the International Association for K12 On-Line Learning (*i*NACOL), the Innosight Institute and the Foundation for Excellence in Education.

The Innosight Institution's *The Rise of K12 Blended Learning* (2011) was funded by the Charter School Growth Fund. The Innosight Institute is a think tank founded in 2007 to promote the theories of Harvard Business School professor Clayton Christensen in order to find solutions to social problems. The Charter School Growth Fund invests philanthropic venture capital into the country's highest quality and highest performing charter schools in order to expand their impact on underserved students.

The report, *Digital Learning Now!* (2010) was published by the Foundation for Excellence in Education and is an aggressive pro e-learning report. Co-chairs of the Digital Learning Council, Jeb Bush and Bob Wise (former governors of Florida and West Virginia respectively), commissioned the report, sought input and gained support for its

findings from Kevin Chavous (BAEO), Joel Klein (NYCPS), Dane Linn (NGA), Gregory McGinty (Eli Broad Foundation) and Susan Patrick, president of *i*NACOL.

In early 2012 the NASBE announced that the Weaver Rogers Policy Study on the Role of Technology in Schools and Communities will begin focus group work which will be unveiled in October 2012 at the NASBE conference in Chicago. The NASBE undertook the study because the digital age has, "launched our children into a world where they no longer function on a daily basis without some form of communication device." The study's rationale further goes on to recount how, children, parents, communities and businesses have shifted to this reliance on technology and schools and districts must also do the same in order to prepare students successfully in the digital age.

Specifically addressing the need to study e-learning, the Weaver Rogers work will focus on four key areas in the report. The first, *Using Technology to personalize teaching and learning for all students* exists because in the NASBE's opinion, "since all children do not learn at the same pace a reliable system of personalized learning is essential and will rely on technology for effective design and delivery of instruction, particularly with the common core state standards designed as a progression of learning."

Weaver Rogers (2012) also is focusing on *Preparing students for computer based assessments* and will work to "identify the capacity and state of readiness of current classroom instruction for these new summative assessments as well as the use of technology-based formative assessments that provide immediate and constant evaluation of student performance."

The third priority of Weaver Rogers (2012) will be to look at *increasing teacher capacity* and explore how, "Tech savvy classrooms will require ongoing training and retraining in the use of technology."

Lastly, the NASBE study looked at the, "Role of the school in *Media Literacy and Digital Citizenship* for its critical need to help teachers and students learn how to navigate social media in ways that are academically enriching and ethical."

In reviewing the 2012 critical work of the NASBE it is transparent to see how virtual school experiments are critical to shaping educational practice and policy. Whether it is in tech as a personal learning tool, solving the need for higher computer to student ratios or increasing baseline computer skills to make assessments like PARCC reliable as well as valid, the need for specific teacher training on tech use in the practice or helping students to use the digital capacity at their fingers tips for the greatest educational gains it is imperative that R&D be performed on a manageable but generalizable scale as soon as possible in Rhode Island.

The National Association of Charter School Authorizers has published a wide variety of policy briefs surrounding e-learning and charter schools.

Susan Patrick and Tom Vander Ark (2011) wrote in NASCA Viewpoint, *Authorizing On-line Learning* that, "In this decade, American education will shift from print to digital, from flat with sequential content to engaging and adaptive, and from batch processing to personalized learning." Their report is very positive towards e-learning and aggressive in its recommendations. For instance, "all students should have access to online learning on a full or part time basis," and that, "states should not limit the number of operators." But, found within the aggressive policy declarations are concepts which are very supportive of schools like the Village Green. The new roles for teachers in blended model virtual schools are seen as, "the best of both online and face to face teaching." Given this dynamic context, states should not attempt to prescribe teacher roles. Online and blended learning schools often use different staffing models that make traditional class size models obsolete. Differentiated and distributed staffing leverages teachers across a larger number of students.

Additionally, Patrick and Vander Ark states, "to facilitate choice options at the course level, fractional funding should follow the student to the best educational option. Choice course allows students to assemble a transcript from multiple providers, ensuring quality and personalization."

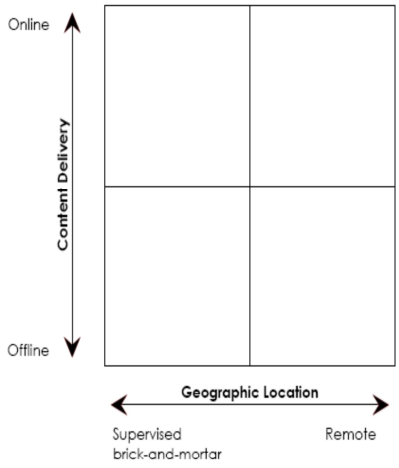
> ***E-Learning Policy Recommendation***: Virtual Schools which use their capacity to serve students on a course by course and fractional basis will have the funding formula's "tuition" amount follow them fractionally, but only after completion of the selected course. This "chargeback system" or "competency based funding model" would encourage part-time enrollment, completion and achievement.

Patrick and Vander Ark (2011) also say that, "student's should be encouraged to go as far and as fast as they can. Schools should be rewarded for accelerating student progress. States should create innovation spaces for competency based models, where funding follows the student and is outcomes based. On-line learning, credit recovery and blended school models offer innovation spaces for converting the system to student-centered models." Furthermore, they say, "Online and blended school models can provide access for every student in America to the best education and teachers available."

Staker (2011) wrote the *Rise of K12 Blended Learning* for the Innosight Institute and describes blended learning as, "a classic disruptive innovation with potential not just to improve the current model of educational delivery but to transform it."

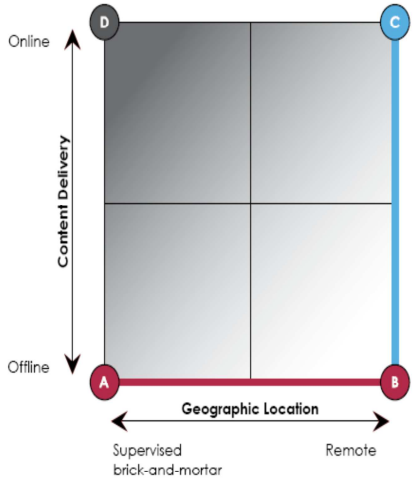
When describing blended schools, Staker writes that they are a combination of online learning with face to face teaching and that there are numerous models. To depict the models found to date Staker constructed the matrix in Figure 1.

Figure 1. Blended-learning matrix



Everything shaded gray represents blended learning (see **Figure 2**). The red perimeter and points on Figure 2 relate to programs that are not blended learning. The blue point and perimeter also relate to programs that are not blended learning, unless students enrolled in those programs "self-blend" by simultaneously enrolling in a traditional brick-and-mortar school.

Figure 2. Examples of points on the matrix



Point	Blended?	Example of program
A	No	Traditional brick-and-mortar school
B	No	Home school without online delivery
C	Maybe	Purely virtual school (also called cyber school and e-school). It only figures into blended learning if a student uses it to self-blend with a traditional campus.
D	Yes	Theoretical pure-play for blended learning (100% online and 100% supervised brick-and-mortar)
	Yes	Student learns through a mix of online/offline and supervised brick-and-mortar/remote

The Village Green Virtual School would be placed midway between points A and D, squarely between the traditional brick and mortar school with no online and a brick and mortar virtual with 100% online time (see Figure 2 populated with various virtual schools in the Carpe Diem Virtual School description in the Required Documents section).

Additionally, Staker (2011) defines blended virtual schooling as, "any time a student learns at least part of the time at a supervised brick and mortar location away from home and at least in part through online delivery with some element of student control over time, place, path and pace."

Watson (2009) wrote in *i*NACOL's *Policy and Funding Frameworks for Online Learning* conclusion that, "online learning may also be one of the truly transformative influences in all of education, because many online policy issues cannot easily be addressed without looking at education as a whole. These issues include: funding based on attainment instead of seat time, student progression based on outcomes instead of social promotion, enhanced data throughout education, move to cross-curricular mastery of benchmarks versus siloed mastery of standards course by course, expanded opportunities for credit recovery, and service to at-risk and special populations and the most effective deployment of excellent teachers."

In Digital Learning Now (Bush & Wise 2010) characterized the blended learning environment which the Village Green embodies to be as, "Essentially, the best of both worlds combined into one education."

> ***e-Learning Policy Recommendation***: the results of a virtually based course, regardless of the length of time taken to reach proficiency shall be recognized as a fully credited course with Carnegie units attached by all LEAs

Curriculum and Instruction

The curriculum will be the online curriculum as published and supplied by Education 2020 and the curriculum for special electives will be Giant Campus.

The recommended program of study found in the Required Documents section appears to be pretty typical. As constructed by selecting courses within the Virtual School Suite of e2020 it's designed to fulfill Rhode Island graduation requirements with regard to years of math, English, social studies, sciences, electives, health and foreign language. There is not a college admissions officer who would have a hard time deciphering the course sequence or credit values. It looks traditional because as a written curriculum, it would be.

The fundamental issue with "curriculum" that the Village Green purposefully attacks is not an issue with the validity of either the content or the standards of most

curricula, but rather the manner in which way schools structure themselves, deliver the instruction and demand synchronicity in student proficiency attainment while recognizing the inherent a synchronicity in student actual skill attainment and progression.

Education 2020 was chosen for the curriculum due to the experience they have in not only producing high quality e-learning curriculum but in their pedagogical approach. Each lesson in each module in each course is bundled with a series of reinforcing strategies. The core lesson structure of e2020 is multimedia lesson, vocabulary development, video lesson, online content, journal activities, quizzes, short cycle assessments, unit tests, formative assessments, practice homework, gizmos, labs, and essays/written genre responses.

The curriculum designer is Education 2020. Founded in 1999, Education 2020 (e2020) offers a Virtual School Suite of over one hundred and fifty courses all with multiple units and lessons which are highly interactive, customizable, and individualizable where mastery levels can be set and each student offered a prescriptive study plan.

In addition to the core curriculum, e2020 has special modules for credit recovery, online/virtual for those unable to attend school, ELL considerations in that all materials are translated in twelve languages throughout the virtual school suite, advance placement offerings, embedded RTI functions and test preparation modules for GED, PSAT, SAT, ACT, Accuplacer and Compass.

Please see the Attachments section and not the Required Documents section for the course syllabi for all courses to be taught in year one. Additionally, and because of its proprietary nature and sheer file size volume, the much more comprehensive Common Core standards alignment and scope and sequence documents must be additional documents as is common with voluminous curricular documents from leading publishers.

In this charter application the e-learning firm Giant Campus is referred to as a potential value added suite of course offerings. Giant Campus is an affiliated e-learning curriculum with e2020 and specializes in website design, C++, flash animation, 3D modeling, digital arts, game design, CAD, audio engineering and flash game design. The goal would be to offer these options to students as a course by course option to either extend their learning into new areas of interest or to serve non-Village Green students on a course by course basis for PBGR purposes, credit recovery, electives not offered at their designated school or even adult education programs. Giant Campus is not the core of the program, however, given the environment that the Village Green is trying to promote this genre of educational niche instruction may prove to be attractive to many.

As a partner with e2020 we will be relying on them to continually upgrade and re-tool their curriculum, standards alignment, course offerings, multi-media presentations and the like. While this may not appear like a “clear path” it is a path which depends on a corporate continuous improvement cycle for a well-established firm in tremendous growth industry. The same is true for their partner firm Giant Campus.

An outside firm would be hired to do an annual program audit to evaluate the curriculum and its implementation. Because this is such a new type school and current models don't exists by which to assess Virtual Schools for the state level the Village Green would be the pilot site for the roll out of this work. In the construction of state approved metrics for virtual programs the Village Green would partner with RIDE to develop these tools or the school could hire an outside firm with experience in evaluation of virtual programs to do the yearly audit. However, unlike traditional schools, the absence of this application's process and procedures for e-learning evaluation is not only and condition for the Village Green but rather a vexing national issue as well.

e-Learning Policy Recommendation: Charter School Program grant allocations for virtual schools should include a stipulation enter into an online performance audit and are supported in this effort by additional funding

The e2020 curriculum is fully aligned to Common Core. Science and History are calibrated to the NECAP GSEs as well.

The key individuals responsible for the installation and implementation of the curriculum is the Superintendent, the Chief Academic Officer, the faculty, the Information Technology Specialist and in that individual's oversight, the Operations Officer.

Instruction

The e2020 educational model for instruction embeds the principles of Universal Design for Learning into its foundational framework. This is a critical nuance that makes conversations about e2020 and special populations incredibly easy; the system works for all learning styles. Over the past thirteen years the instructional designers, content area experts and highly qualified teachers prepares and constructs courses of study with unique scopes and sequences. By layering UDL principles with the Quality Standards for Online Courses, as evaluated by the Southern Regional Education Board (http://www.sreb.org/), e2020 has aligned all its courses to the Common Core standards in advance of the implementation of PARCC.

Education 2020 designs each lesson with student-centered objectives that maximize the use of Bloom's taxonomy of Learning Domains. Lessons are designed to provide each student with an optimal learning experience which is unique within that course. Students' progress through each lesson with a series of activities including: direct instruction multimedia presentations, vocabulary instruction, interactive lab simulations, journals and essay writing, applied learning activities that includes projects, design proposals, case studies, online content reading and homework/practice prior to any formative assessment. Short cycle assessments, topic tests and cumulative exam reviews are administered to reinforce content mastery prior to a student taking a summative assessment.

At this time e2020 is serving the needs of 500,000 students in forty four states.

Worthy of re-stating is that the role of the teacher changes from "the primary giver of instruction" to manager of data, flexible groupings, remediation efforts and assessment schedules. There is a single instructional method rolled out an infinite number of ways; teacher as coach, online instruction, face to face rotational reinforcement and extension and/or remediation and acceleration, assessment and proficiency triggers completion and advancement plus the use of Design Spaces for informal learning.

The instructional methods support high standards because progress is not made until skill proficiency is reached. UDL considerations and remediative coursework makes tools like e2020 the most accessible and appropriate curriculum for students who are diverse learners, at-risk of dropping out due to credit recovery needs or English language learners.

Teachers must successfully complete the e2020 training modules as a condition of their employment. The current RIDE EES is flexible enough to be adapted to the virtual environment. Teachers, regardless of their work in the Learning Center or Workshop Centers, will be certified and their Student Learning Outcomes must be in alignment with school priorities and their performance or they will not have their contracts renewed. Teacher evaluations will be performed by certified individuals experienced in the use of the RI system.

The school will ensure that teachers are proficient in the use of the instructional methods because it will be mandatory training within their scope of work, contained in the faculty practices guide, employee manual and description of general duties for teachers. Teachers not proficient in the use of e2020 will be not recalled.
The professional development series offered by e2020 is on-site, web-based and continual. All teachers will receive at least 30 hours in e2020 training before working with students and the focus of the PD will be use of data, differentiation tools, and assessment tagging and web administrator.

e-Learning Policy Recommendation: Because there is neither a RI certificate or endorsement for Teacher of Virtual Education, nor college courses and teacher training modules designed to train teachers in virtual environments, Virtual Schools (who have unique and mission critical needs for highly skilled teachers) shall be allowed to hire teachers as sixty eight day long term substitutes and not as regularly appointed teachers from day one

Discipline

Please see the student discipline code in the Required Documents section. It is an updated version of a charter school code of conduct co-written by Jennifer Wood, Esq., former Chief Legal Counsel for the Department of Education, Alyssa Boss, Esq., of Hinckley and Allen and Robert Pilkington, Ed.D.

The Code of Conduct bears no provision for the illegal expulsion of a student.

The Code of Conduct is protective of student due process rights regardless of the student's designation. Federal education regulation covers the process for manifest determinations and suspension limits for students with IEPs.

The Code of Conduct outlines the involvement and rights of the parents of students, the reporting responsibilities of teachers and the progressive levels of action.

Paramount within this conversation regarding discipline is the school's assertion that discipline is best handled through restorative practices and not the prescriptive and legalistic set of punitive repercussions which are manifested through the legal necessity of having a codified and school board approved code of conduct or handbook.

The Restorative Practice Model (advisory circles, discipline circles, tardiness circles and inclusion in Family Care and Community Partnerships or FCCP) is the ritual structure of the school's Advisory system and is pro-active in nature, non-violent and non-punitive in orientation and seeks to establish empathy for the others which negative behavior affects. It is in full implementation at the RI Nurses Institute Middle College and will be brought to the Village Green as well.

Assessment

While teachers have the primary responsibility over assessment which tailors instruction, it is the school's CAO who will have the administrative responsibility to oversee the assessment system

The foundational basis for every assessment in the school will be outside validity. To that end, assessments, while given in-house, are designed and evaluated by someone else other than Village Green faculty. Conceptually, this is a sound practice because it leads to reliable data being developed whether it is daily engagement data, short cycle assessment data, diagnostic data, formative assessments within e2020, formative assessments to validate district trends (Performance Series) or NECAP/PARCC.

Through the web based tools of e2020 the progress of each student is immediately known to all stakeholders. The system allows varying degrees of depth of knowledge (administrators can see everything and rights to information access become more remote for each layer of user) of student progress to all stakeholders; students, parents, teachers, supervisors, administrators, etc.

It is important to communicate that when it comes to the caching of data to inform and tailor instruction, the e2020 system has the ability to generate progress data on each student including idle time while online. Ponder the implications of a system so sophisticated that a student's "idle time" in school is now quantifiable. Then add to that the layers of data around progress, proficiency, completion rates, internal formative and summative course data as well as the externally scored Global Scholar Performance

Services and then NECAP and PARCC. The assessment systems of on-line learning are so robust and profound that the question becomes not how will you assess students but rather how will a school handle its abundance?

Global Scholar was chosen as a NECAP/PARCC predictor because it is an on-line, externally scored, adaptive and aligned assessment tool which reports not only student level scores but cohort, teacher and district performance. Unlike NWEA, Performance Series is 100% web based and there is no down loading of test packages. Additionally, Global Scholar has been awarded the contract to implement the RIDE IMS system through R2T funding and the seamless ease of data transfer to the state system is a concern with alignment of designers and vendors being a potential plus.

Presently, there are no plans to have, other than practice/homework, assessments which are internally evaluated or even developed. Teacher time is not used in being the developer of teacher made assessments (which may or may not gather credible information). Instead, all of the assessment data, whether linked to daily/hourly individual student performance data or summative performance data for the entire district, will be externally designed and evaluated.

A school which incorporates into its culture assessment, which is tied to student performance on a daily/hourly basis on how he or she is progressing within a given lesson or module, and then have the teacher use that data to tailor instruction and remediation, is the most meaningful and practical approach. As simplistic as it seems, on-line learning systems create such “rich data mines” of information, specifically designed to facilitate shifts in instructional practice on a student by student basis, that answers to questions about meaningfulness and practicality are self-evident.

Both e2020 and Performance Series include reports which include absolute skill levels, gains/losses and year to year comparisons for district level type reporting.

Parents will use the e2020 to monitor their student’s progress through the online application meant for them. A complete picture of student performance, including engagement at school, is available daily. Students will use similar dashboard type tools to monitor their performance daily. Teachers must use the real time data on student performance to help remediate, offer re-teaching opportunities, assign to Workshop Centers for additional targeted group work and to gather information for purposes such as RTI. School administrators will use the information for a variety of uses; from teacher evaluations to parent conferences to public relations materials … evaluating a constant flow of assessment data is the central tenet which differentiates the Village Green from all other schools.

The Board of Directors will use student assessment data to inform their decisions regarding employment and continued use of e2020 or any other curriculum or product.

Assessment, at very deep levels, is not merely linked but embedded within the design of both the curricular and instructional models of the Village Green and e2020.

The philosophical underpinnings which created systems like e2020 are that only real time and valid data can truly help teachers to adjust each student's educational program and that school improvement efforts can only be genuine if they emanate from reliable and solid data that is externally designed, timely and thoroughly aligned to standards.

Section V – School Management

School Development and Oversight

The role the sponsoring agency will play in the development of the Village Green is the exact one envisioned by the legislature in 1998. A qualifying not for profit community based organization helps to develop the charter school by serving as an interim fiscal agent until the school has developed its own identity and fiscal ties are severed. However, the intent is also that the sponsor has a mission so aligned that it binds itself to the school as a continued guide and friend.

In the Village Green's plan the school will hold the charter and not the sponsor.

While Destiny House RI will not manage the school it will have seats on the board, however, those seats will not comprise a majority.

The extent to which various constituencies will assist the board in its decision making can be best illustrated by the proposed eleven member board composition:

Constituency	**Number**
Destiny House RI	3
Parents of Current Students	3
Not for Profit Community Rep.	2
For Profit Company Representative	1
University Reps/Schools of Technology	2

Per RIGL 16-77 Charter School Boards are open public bodies and as such any party has rights to be heard at the school's board meetings. Additionally, any challenge to a charter school board's decision is appealable to the commissioner. Notwithstanding these pre-existing due processes, the school's administration would attempt to mitigate, through application of clear, fair and published policy, any complaint that a colleague or parent may have. All official school policy manuals (Parent Engagement, Faculty Practices Guide, Employee Handbook, etc.) would contain language informing individuals of their right to due process and informing them of the process by which the school's board chairperson can be informed.

E-learning policy recommendation *– virtual charter school board meetings should be streamed, cached and posted within the school's public web presence.*

No, an independent auditor has not been contracted with in a formal manner. However, the firm of Dittmar, McNeil and Ferrolito, CPAs, who are knowledgeable about the Village Green and have audited many charter schools in the past, have been notified. The plans to obtain an auditor would be to issue a Request for Proposals and judge each respondent on the merits of cost, service and expertise.

Board Development and Governance

Resumes of key founders can be found in the appendix. There are no resumes for board members as no formal requests have been issued. Once the application is published then board members will be solicited and their decisions can be informed ones having read the actual charter application. This information will be submitted well prior to a Readiness Criteria deliverable.

The Village Green Charter School's structure as a not-for-profit corporation (eventual 501c3) relies on a board with decision making power and an administration with powers to implement board will. The board will deliberate on, and after seeking input and consensus, produce policy which will decide curricula, staffing and financial decisions. The administration's role is to "act in good employment" and execute the board's policy decisions. Board members are not compensated and administrators are.

Support of the school's mission comes from both the "hearts and the minds" of the board members. Paramount to remember is that Destiny House RI has a long track record of dedicating itself to the pursuit of non-violence and domestic abuse prevention in Providence and specifically South Providence where it is housed. When one considers that social justice is a major factor for the creation and support of charter schools it is critical to realize that one of the premier organizations serving the neediest in RI, and on some of the most critical of topics, will serve as a large constituency on the board. The school's dedication to serving students of urban areas will be true due to the ethical guidance of the sponsor's voice. Secondly, parents who are the child's first and truest teacher (and whom will serve as fierce advocates) represent a sizable portion of the board. In matters of finance and business management there are seats for leaders of both for and not-for profit corporations. Lastly, seats for university representatives from fields of technology have been reserved. It is the hope of this author that like-minded futurists from our local colleges and universities can gather with this board to help facilitate a rich conversation, and actionable policies, surrounding the implementation of e-learning.

E-learning Policy Recommendation *– Virtual School Boards, or their Advisory Board Subcommittee, need to have representation from collegiate schools of technology*

At board meetings and board sub-committee meetings, reports will be given by administration or other sub-committee chair. Whenever possible, committees will have non-staff as chairperson (for instance a parent of the LAC), who will communicate those activities to the board. Both formative and summative assessment results will be reported to the board in a format known similar to the dashboard concept. Triangulation of assessment data (either e2020, NECAP, Performance Series or PARCC) will be done for the board with regards to teachers and students and will inform educational policy and staffing decisions.

The annual board retreat will allow returning board members to orient new members to the functioning of the model. Typically, this all day event occurs in August and is combined with the major board meeting of the year; the pre-opening status report. Additionally, there may be a manual assembled by the board which is comprised of basic info, norms and by-laws. Creation of this deliverable is a board prerogative.

While improving the quality of its work will be of importance to the board, any decisions regarding timelines, assessment tools, potential consultants or improvement plan templates are their prerogative. However, some combination, or all of the above, would most likely be employed at some point in time by the directors as part of their improvement cycle and natural introspection.

The RIDE Educator Evaluation System would be the evaluation system used for teaching, and administration on both the school and district level. Taking into account student assessment, professional practice and professional responsibilities, the evaluation system would be used to identify and remove ineffective personnel and commend exemplary performers. The school's various assessment data would constitute the basis for the construction of school and student learning objectives and serve as the basis of goal making and metric analysis throughout the evaluation process.

Additionally, it has long been held that the standards for administrators promoted by the Interstate School Leaders Licensure Consortium are the ultimate coin of the realm and most legitimate set of standards to guide effective school leadership. Those criteria and standards are:

Standard 1 - A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2 - A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3 - A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4 - A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5 - A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness and in an ethical manner.

Standard 6 - A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

Standard 7 - A school administrator is an educational leader who promotes the effective use of technology to maximize student learning and efficiently manage school operations.

Please see the appendix for a draft of the school's by-laws. These by-laws are stock by-laws adapted by the Village Green from the models offered by the Rhode Non Profit resource Center. While in draft form, they evidence a strong decision making body with structure, decision making protocols and terms of office defined. Once the full board is constituted a review by their attorney may or may not result in modifications. However, the final draft would be presented as part of a Readiness Criteria deliverable.

Please see the appendix for the school's Finance Manual for internal controls and segregation of duties. This manual, approved by the RI Office of the Auditor General in June of 2011 as part of the RINI Middle College Charter Application, has been modified for use by the Village Green. It ensures timely reporting, regulation compliance, internal controls, segregation of duties and adherence to generally accepted accounting principles as well as UCOA compliance and reporting obligations.

Management Structure

Please see the appendix for three organizational charts; year one, year two and years three through five. Those years are the years of initial founding, fifty percent growth, thirty three percent growth and two years at the school's enrollment cap. Those charters identify the board, the key committees of the board, the administrative chain of command, the various lines of responsibility and the all positions in the school; both instructional and support. As a small district, the school has mandatory needs for administrators in key capacities such as academics, information technology, business operations and admissions and family/community engagement. Important to recognize is that administration does not grow in numbers in years one through five in the manner that the "face to face" teaching personnel does. The faculty grows in proportion to the student body and a 1:13 teacher to student ratio is always maintained. The charts for the various years are not only very understandable due to their traditional nature but include the numbers of part time equivalents and full time equivalents throughout the five years of the charter.

The individual positions found within the tables are narrated thusly:

Board:	Composed as stated and with key committees named
Superintendent:	Chief Executive, oversees all facets of school operations
Chief Academic Officer:	Responsible for the educational program, curricular implementation, faculty training and assessment and data generation and analysis
Chief Operations Officer:	Responsible for the business, information, recruitment, Engagement and customer relations sectors
Business Manager:	Responsible for the execution of the protocols and activities found within the school's Finance Manual. This position is a consultant in year one moving to two FTEs in year three.
IT Specialist:	Responsible for the planning, implementation and upkeep of the IT system of the school. This position is a PTE in year one moving to an increase to two FTEs in year three.
Recruitment and Engagement:	Responsible for the admissions process and family and community engagement practices. This position increases from one FTE in year one to two FTEs in year three.
Customer Communication:	Traditionally known as the "school office." This individual will perform all the traditional functions of the main office staff; however, the emphasis will be on customer service and communication with families on a daily basis. This position moves from one FTE in year one to three FTEs in year three.
Design Space Supervisor:	Responsibilities include management of the school's informal learning spaces. This position grows from one FTE in year one to three FTEs in year three.
Faculty:	Responsible for the face to face teaching and implementation of the school's curriculum, program and structures. Heavy reliance on data analysis and arranging of flexible and student need driven learning opportunities. The 1:13 ratio is maintained throughout the school's growth and dual certifications in special education and ELL are built in and identified clearly within the tables.

e-Learning Policy Recommendation: *all teachers in Virtual School programs should take a mandatory thirty hour course in "Teaching in the Virtual Classroom" prior to their beginning practice. Teacher Certification Programs should recognize this area and teacher preparation programs should be mandated to offer courses and experiences in virtual education to its students or prospects*

The founding group established the charts in their present composition because they are clear in delineating both levels of responsibility and reporting structures which make allowances for the differentiation between leadership dedicated to student learning and leadership dedicated to operational support. Additionally, unlike many small schools which outsource IT support, the Village Green makes accommodation in its table of organization for IT specialization at an increasing level of eventually two FTEs in year three.

Administrative Roles and Responsibilities

In this small school there exists the same paradox as in all small schools which hold charters and are considered to be LEAs. Essentially, the challenge of a small school is to be able to perform in an accountability system populated by and designed for much larger LEAs with much more capacity. The start-up phase is especially challenging and many professionals are needed prior to the faculty even coming on board. The inevitable result is a seemingly top-heavy organization which clearly fulfills the mandate to have requisite structures (curriculum implementation, teacher oversight, external relations, business and operations, human resource functions, reporting mechanisms, recruitment and admissions, etc.). Top-heaviness can be a criticism, but the fledgling school cannot afford to evidence a lack of these structures through under-allocating or under-supporting these needed human resources and management functions. Thus, you have many people doing closely coordinated work, within close proximity to each other, and with overlapping impact on each other.

Fortunately, the Village Green tables of organization contain the needed positions which are segregated to reduce the potential for overlapping to a great extent. Teaching and Learning is not mixed with Operations and Admissions is not mixed with IT support. However, it would be folly to portend that student achievement at the Village Green is not intimately tied to IT support or that student success is not hinged on hyper coordination and cooperation of all sectors of the organization. A list of job specifications for the superintendent can be found in the appendix.

Educational Leadership

Using the "Cabinet" approach, as seen at Beacon Charter and at the Middle College, school administration will be a team which meets and communicates daily. The school's blended learning pedagogical approach is yet un-tested in Rhode Island on a full

school scale and therefore constant oversight and temperature taking will be one of the school's administrative norms.

The Basic Education Program Performance Measures Dashboard found at http://www.ride.ri.gov/DataWorks/BEP.aspx will serve as the seminal touchstone for administrative work plans and the cabinet's discussion of the school's performance and improvement. This matrix provides the clearest and most comprehensive listing of the details administration must pay attention to in order to create the learning community that focuses on student achievement, faculty success and stakeholder satisfaction. However, the trick is in not only having policies and practices which define good processes for assessing and ensuring the health of the educational program and pedagogical approaches, but in assembling a team who believes in alchemy.

> ***e-Learning Policy Recommendation***: Section G-15-2.1; Accountable Operational Systems, Information, 1. Student Learning of the BEP should specifically include terms such as "distance learning," "e-learning," "virtual schools," "blended or hybrid models," or "on-line learning" in order to broaden the responsibility of LEAs to promote student activities within a technology rich "classroom" environment. The mandate for all LEAs to create virtual schools can be expanded into this element of the BEP.

Human Resources

Please refer to the tables of organization for years one through five of the charter in the appendix. The Village Green will remain a small school and seeks a maximum enrollment of two hundred and seventy two. As such, the school cannot afford an economy of scale that is too grand. Administrative sectors are designed and aligned in such a way that executive oversight, academic leadership and operation leadership have responsibility over the sectors of face to face instruction and assessment, business management, information technology, external relations, student recruitment and customer service. Additionally, in the appendix is a listing of expected teacher practices for the Village Green.

Teachers will be members of the blended learning community and be fully flexible in the execution of their duties within the hybrid model of Rotation (Staker 2011). Certified subject area teachers will work within the Workshop Centers coaching within their subject areas while other certified teachers will coach within the Learning Center and advance practice professionals will maintain the supervision within the informal learning environments (Bell 2009) of the Design Spaces.

The ideal qualifications and attributes for a teacher at the Village Green are:

- In alignment with the pedagogical tenets of e-learning and virtual schooling
- Have an unwavering belief in the ability of all students to hyper-achieve in the virtual environment

- Possess a profound belief that through personalization of instruction all students will achieve to great levels

- Understand that teachers are flexible, adaptive, responsive, data driven social entrepreneurs and not tied to past images of school structures and norms

- Recognize that technology in schools should be transparent and that each should teacher be expert in its use and fully utilize technology for instruction and assessment in the common core

- Believe that the Village Green method offers students a social justice equalizer and profound futures for the neediest and most under served

- Accept that teachers are coaches and that a self-paced, e-learning, proficiency based instruction and assessment system is the main deliverer and that they are a resource and assistant

The Village Green will recruit on portals and with agencies such as schoolspring.com, teachers-teachers.com, the New Teacher Project and Teach for America. It is the school's hope that the opportunity will be so unique that the best and brightest are highly attracted to being part of the virtual and professional learning community.

Please see the teacher's salary schedule as found at the end of the budget narrative in the appendix. The principles which defined its composition are as follows:

1. Maintains prevailing wage by outpacing (slightly) the Providence scale for beginning teachers. During the probationary years teachers are given a 3% raise per annum.

2. Tenured teachers receive a 3% raise from step five through step twelve.

3. The uneven gradients of remunerative levels between steps in typical teacher contracts are negated in favor of standardization between steps.

4. Increased remuneration is awarded to teachers for attaining advanced degrees. Levels of professional advancement for Masters and Doctorate degrees are approximately double traditional contracts.

The Village Green will offer full health and dental insurance, with twenty five percent co-pay, to all its employees who are at least .5 FTE. Pension contributions by the employer will be in concert with legal mandates. Teachers will receive duty free lunch. There will be no promises of high remuneration or glamorous working conditions; this is hard and gritty work that will exhaust and test the best of professionals. However, there is no more satisfying work and therefore the Village Green employee must believe in the gratification of non-monetary compensation.

As the organization grows there will be inevitable opportunities for quality employees to grow as well in both responsibility and remuneration. The Village Green will be committed to recruitment and advancement from within, however, the sole goal will to always put the best person in the position for the most cost efficient rate. It would be fiscally imprudent at this juncture to discuss life insurance, supplementary insurance, voluntary 401K matching, tuition reimbursement, educator stipends or merit pay. The initial year's budget, with the heavy start-up costs, is too constrained to allow for anything but the required minimum in attractive packages.

The person primarily responsible for the evaluation and supervision of the non-certified and administrative staff is the certified superintendent of the district. The Chief Academic Officer will be primarily engaged in the EES process for teachers, however, the Chief Operations Officer will be able to evaluate the positions under his or her authority. Namely, the areas of business, IT, recruitment and customer service will be evaluated by the COO. The purpose of evaluation is to provide a continuous improvement cycle for all staff; however, it is also critical in the documentation of sub-par performance and can serve as the basis of termination. The board is responsible for the evaluation of the Chief Executive and the basis of that will be the EES and ISLLC.

Professional Development activities, in addition to the mandated or offered RIDE workshops, will be dictated by the needs of the adults to learn the e2020 system and its intricacies. The need for workshops on such topics as Common Core Alignment has been negated because the curriculum of Common Core in embedded within the e2020 system. The greatest professional development challenge that the school will immediately face is becoming facile is the use of the e2020 software and it remediate that need e2020 will assist. In order to best serve the students, all school community members must be comfortable with e2020 and not only the teachers.

Each school day will start with common planning time where teachers discuss with each other the students, their progress and assessments and design or approve a rotation of Workshop Center rosters for work in specific areas or topics. The day would be primarily made up of five one hour blocks with instruction for each student being from 9:00 AM until 3:30 PM with an additional time for "Office Hours" at the end of the day for extra help. Each day would start with an Advisory that would include a Restorative Practice "high-low" circle and the Advisor detailing the schedule of the day in the Learning Center, the Workshop Centers and the Design Spaces. Each teacher would have one of the hour long blocks as an unassigned period. The teacher day would be eight hours with an Advisory, a duty free lunch and an unassigned period.

Section VI – Variances and Waivers

As a charter school whose mission is to test K to 16 educational conventions in support of higher student academic achievement, the Village Green requests variances to RI's Title 16 Education laws. Additionally, to advance the school's experimentation in the organization and delivery of public school services, variances to state laws are needed

and requested. The Village Green tenders the following as our request for waivers and variances.

A. State law

Specifically, the school requires the flowing waivers and variances:

16-22-4 Instruction in physical education (waiver)

The school's program of study will include an expanded health and lifestyles curriculum that replaces the required twenty minutes per day of physical education.

Section VII – School Calendar

Please see the appendix for the sample school calendar for 2013/2014. The student school day is 6.5 hours, begins at 9:00 AM, ends at 3:30 PM, has a provision for after school tutorial, is 190 days long and is broken up into five rotating blocks with movement between Advisory, Learning Center, Workshop Centers and Design Spaces every day for every student.

The school is day is structured to impact teaching and learning in positive ways. Primarily, the school day starts later than traditional schools in order that teen brain functioning be accounted for and that the adults, who work better earlier in the day, have common planning opportunities each day. Blocks rotate to further take advantage of teen energy and learning cycles, not to mention the revolving issues with regard to early dismissals and tardiness. Additionally, later start times and end time alleviate issues with over-crowded public and RIPTA transportation.

Presently, the teacher work year is 195 days and includes one week of training (30 plus hours) in the use of distance learning software. The model schedule has the 190th day of school being on June 11th. Potential funding could be found for PD days during the year if teacher hiring is routinely under 5th step. There are a potential fourteen days in 2013/2014, not including days of inclement weather, which could be supplanted during the school year for PD purposes. Circumstances such as this are unascertainable until much closer to opening. However, five days are built into the teacher work year in excess of the 190 instructional days for purposes of professional development. Year two should yield more opportunities within the stated calendar.

Section VIII – Special Student Populations

The blended e-learning model is built on the foundation that each student is capable of making incredible gains when presented with challenging work that is benchmarked to standards and where assessment is part of a system of proficiency acquisition and progress through lessons and modules when proficient has been reached. Too often students are caught in a situation that is supposed to be “a responsive general education classroom” but is in reality an assemblage of students at varying levels all

receiving the same instruction at the same pace and from the same technology regardless of learning styles.

What if every students learning began at their assessed level of current knowledge, she or he progressed only when they demonstrated mastery, their materials offered multiple opportunities for re-learning and re-assessment, skill attainment was tracked with real time data on student performance on an item by item basis? What if teachers were empowered to create flexible groupings for remediation and acceleration and the platform for learning was one where students must continually type, listen, watch video lessons, interact, read text, explore links, take short cycle assessments and work within an electronic interface where all materials are XML coded, possessed text to speech capacity, were universally designed and where all the materials (in all subjects and at all levels) were not only aligned to Common Core but instantly translated on demand into Spanish or eleven other languages? Would the concern over equity and access for special populations and the need for Section VIII be mitigated by such industry wide practices?

Welcome to the continuing paradox of the Village Green; solutions found to old problems within a new and untested structure.

As is common, the practices found within the small charter schools often negate the need for heavy infrastructure to service special populations. So often smaller and personalized schools, with caring adults and responsive settings, decrease the need for educational protection from an antiquated organizational structure whose goal is to sort and shift through a factory like model. WIDA Access Placement Tests will determine ELL suitability, a certified special education administrator will work to keep in compliance all IEPs and teachers certified in ELL and Special Education will service their students. Short cycle assessments within e2020 as well as Performance Series assessments will give ample data on progress.

Parents of special populations groups will sit on the school's board, its Local Advisory Committee, its School Improvement Team and its Parent Organization. Most students will arrive in high school pre-diagnosed and it will be the Village Green's responsibility to verify those diagnoses and to fashion new action plans for the new environment. Current staffing models project that the Village Green will have 25% of its faculty certified in either ELL or Special Education in each year; two of eight in year one, three of twelve in year two and four of sixteen in years three, four and five. The school will serve as an inclusion model with resource help both in the Learning Center and Workshop Centers. Independence will be encouraged within the Design Spaces.

Specialized services (speech or occupational therapy) will be outsourced to a consultant as needed. Teachers and administrators must be expert in the functioning of the e2020 system in order to maximize the XML, translation, text to speech and re-teaching and proficiency benchmarked promotional systems for all learner and not only the special populations.

Destiny House RI is a wonderful partner to have when the conversation turns to community based services. Its outreach to youth and families on issues of pregnancy prevention, non-violence, grief counseling, domestic abuse prevention and counseling will be a tremendously used in-house relationship and resource.

It is often very beneficial to personalize conversations about unique approaches to delivering instruction to students with Individual Education Plans and 504's and students who are English Language Learners. The sophistication of the e2020 system greatly aids the learning process for all students (and especially those with unique needs) but when a new model is unveiled it greatly assists understanding when the new set of interactions and contextualized.

Marshall is a high school student who has always loved school but as the years and grades have gone by the work called for more attention and a higher degree of organization. Juggling many classes at once often was frustrating. No matter how hard the attempt, the issues of being behind in reading skills, lack of focus, large group instruction and the occasional pull out for "in-class support" became less and less effective. As Marshall grew older the challenges of attention, organization, auditory processing and being a visual learner working in a textbook and notebook schema became less and less effective.

When working within the e2020 system there immediately were huge differences and benefits. Marshall became able to have more control of the pace and the activities within e2020 are designed to be engaging and helped to keep focus because they were consistent in their structure. Concepts in e2020 are repeated, reviewed and summarized for clarity. Marshall, who loved computers while at home or at friend's houses, could pause, stop, rewind the direct instruction video presentations and this allowed for a self-directed review of unclear concepts,. The e2020 system now had learning activities which used built in videos and inter-active games which accommodated many learning styles. Because Marshall was a student with auditory processing issues as well as a visual learner the closed captioning and transcription options embedded in e2020 really assisted. For even more help, the same graphics and pictures appeared in the tests and quizzes as were customized for Marshall by the teacher.

Modules and activities were broken up into "manageable chunks" which improve recall, pace and mastery. As a modification, eNotes (a special feature of e2020) was used during assessments as long as the teacher turned on this feature. Another huge help was eWriting in e2020 which is an embedded feature that systematically breaks down the writing process of longer assignments into smaller steps and with feedback along the way.

Marshall's teachers were able to make accommodations for mastery levels, time for completion in tests and quizzes and the number and types of questions on a quiz or test. The teachers working with Marshall loved e2020's instructions; they had clear graphics, were universally designed and had easy navigation. Assessments were delivered with one question at a time and this prevented Marshall from becoming overwhelmed by

the size of the test. A new capability that Marshall's teachers were in love with is the ability to use e2020's diagnostic prescriptive capabilities which allowed for individualization of each student's instruction based on their assessment results and the data on Marshall's progress was received on a daily basis.

As the managers of Marshall's learning, the teachers used supplemental learning modules that can be incorporated into a high level course from a lower level one that re-taught fundamental skills or concepts. To be re-taught, e2020 can accept remedial modules from other courses. Marshall's proficiency levels could be adjusted depending on the number, kind and amount of modifications needed in each subject. Where Marshall's teachers and parents were especially happy with e2020 was in the system's dashboard Management tool which alerted the teachers immediately when intervention was needed.

However, the single biggest improvement for Marshall came in the areas of self-regulation for the attention impairment. Education 2020 works on the premise that student success is directly proportional to good study habits. Therefore, the system incorporates several features in order to promote self-regulation. In the virtual classroom, Marshall and the teachers used the Student Organizer function which serves as an organization and study tool. At Marshall's fingertips were the reference materials, calculators, progress reports, assignment calendars and XML coded orientation materials and videos that made using the system easier.

And while Marshall's teachers used the customizing capability to pick and choose modules and lessons with e2020 the support they received from e2020 was an unexpected joy. If there was ever a question about the best method of accommodation then the e2020 staff at corporate headquarters was available for technical assistance (specifically for IEP and ELL matters) and personalized and descriptive feedback on student work twelve months a year.

Michel moved to the United States from France two years ago and has made great progress in English acquisition; however, support is needed on an occasional basis. Unfortunately, Michel's former school had much support for students from Spanish speaking countries but students from France, Portugal, Italy, Russia, Germany, India, Japan and Korea were lucky if there was a teacher proficient in their native language. The courseware of e2020 included the eReader system which was a language conversion tool which translated text into twelve different languages. The feature allowed students to highlight text and have a "text to speech" feature read the passage to them for increased auditory comprehension.

Michel is typical of ELL students in that a wide range of language experiences is needed for growth and language acquisition. Education 2020 lessons always start with vocabulary review where students see and hear the key words used in that lesson. The video lectures provide visual cues, intonation and phrasing that help language development. Students using online curricula have improved their sight word vocabulary, fluency and comprehension because each lesson is translated to and from their native

tongue and English at their own pace and with unlimited review and translation from one language to the other.

The ability of e2020 to translate to and from English within twelve different languages means that ELL work is not done solely through an English Language Arts curriculum but rather through all subject areas and within the context of each. ELL's are more successful when taught through lessons that incorporate meaningful math, social studies and life skills concepts simultaneously through second language objectives.

Michel's teachers found greater success with all ELL students because the e2020 system combined information processing, communication in both languages, use of authentic language within context and greater learner autonomy as methods of efficient dual language instruction.

In closing, it is important to state that embedded within the design and purpose of the Village Green is the understanding that all students of choice and circumstance can attend a welcoming school where their learning differences are remediated because the school's learning environment is customized and every student has complete access to thoroughly adaptive and modern materials and supports.

Section XI – Support Services

At this time, there are no plans to have either student or operational services provided by a district, have an ESP contract with the Village Green or to have third parties contract for the provision of comprehensive support services.

Budgeted at the rate of $65.00 per month per student is transportation through the purchase of RIPTA bus passes. Reimbursement will be sought from districts within the Providence region. Districts (such as Bristol-Warren currently at RINI Middle College) that chose to provide student bus transportation will be encouraged to continue that practice. However, no student or family will encounter hardship with regard to transportation to and from school on the basis of inter-district financial disagreements or interpretations of regulation.

Section X – Health, Safety and Nutrition

An emergency procedures manual can only be written once the school building and its environs have been defined. However, please find in the appendix an Emergency Procedures Manual (Pilkington 2010) written for the Beacon Charter High School for the Arts. A similar and comprehensive manual will be designed for the Village Green once details such as facility and neighborhood have been ascertained. This manual takes into account fire, shelter in place, bomb threat, teacher in trouble, lockdown and other protocols for eventualities.

The current budget allows for the hiring of a school nurse teacher for a period of three hours per day for 190 days per year. He or she will perform all duties of patient care

and recordkeeping as is expected of a professional school nurse teacher. It is hoped that he or she are able to participate in the school's implementation of the health and wellness courses but it is too early to commit to scheduling specifics of that finite nature.

Core courses include e2020's Health and Physical education Bundle. Within that suite of courses are Lifetime Fitness, Healthy Living and Foundations of Personal Wellness. In addition to these mandatory courses, the Village Green will be full participators in Shape Up RI. Currently, the RINI Middle College is the only RI high school to enroll 100% of its students in this initiative. This walking intensive program is very valuable in an environment (like any school; virtual or not) where students are sedentary much of the time.

A request for proposal will be issued for an approved food service provider. Most likely Sodexo or Aramark would be the vendors. Using the principle of Universal Free, all students would be given a full breakfast, lunch and afternoon snack if they returned a completed lunch application. This program is a zero cost to the school and is so represented in the school's budget.

Section XI – Building

The actual school building will be as non-traditional as the delivery of instruction, and standards based competency promotion through grades and subjects. The goal is to create a learning environment, which while is "bricks and mortar", also advances the authenticity of the modern work environment.

There are three major divisions of learning spaces; the learning center, the workshop centers and the design spaces. The learning center is the largest space in the school. It is where each student has their own dedicated computer workstation and ready at hand resource materials. This central space is "bullpen" style and is expansive in scope. It will be by far the largest room in the school. On the perimeter are rooms that will serve as classrooms and guided discovery meeting spaces. Similar to conventional classrooms, the workshop centers will be designed to facilitate group work, teach led discussions, presentations using LCD, document camera and Interactive Whiteboard Technology (IWBT).

To support the different needs of various disciplines the workshop centers will be custom designed with unique attributes for each. The science spaces will be equipped with the necessary lab furniture, safety equipment, water, gas and storage (for chemicals, glassware, microscopes and other technical items). In order to perform inquiry (experiments, observations and dissections) the science lab workshop spaces will be unique and specific in both their appearance and function. Science labs will have the same presentation equipment as non-science workshop centers (LCD projector and document cameras); however, the furniture will be lab grade (flame proof, non-porous, elevated with stools and with wide stance and sturdy oak legs) and include a demonstration center for the teacher.

Lastly, in an effort to treat students respectfully and to prepare them for the world of college and adult work Design Spaces modeled after informal café or "imagination environments" are specifically included in the building's design elements to foster small group work, after hours and break time collegial conversations promoting the concept of community learning. In the research on *Informal Learning Environments; People, Places and Pursuits*, Bell (2009) established six strands which hallmark the value of informal learning environments. They are:

Strand 1: *Experience excitement, interest, and motivation to learn about phenomena in the natural and physical world.*

Strand 2: *Come to generate, understand, remember, and use concepts, explanations, arguments, models, and facts.*

Strand 3: *Manipulate, test, explore, predict, question, observe, and make sense of the natural and physical world.*

Strand 4: *Reflect on learning as a way of knowing; on processes, concepts, and institutions; and on their own process of learning about phenomena.*

Strand 5: *Participate in activities and learning practices with others, using a variety of language and tools.*

Strand 6: *Think about themselves as learners and develop an identity as someone who knows about, uses, and contributes to the learning of others*

To grasp the importance of the Design Space concept one must only visit a Starbucks or Panera Bread and observe the high quality of adult communication, work and learning which takes place there.

Presently, the Venture Building Products facility at 859 North Main Street in Providence is for lease. This 22,000 square foot facility is comprised of 10,000 square feet of open warehouse space ideally suited for the main learning center and has administrative and retail space which is easily converted to school administrative spaces as well as workshop centers and design spaces. The square foot lease amount is $9.00 dollars which equates to $198,000 per year or $16,500 per month. Please see the building description in the appendix for further broker supplied information and photos. Please take special note of the large and cavernous warehouse that would make a remarkable open Learning Center. The building is one floor for ADA compliance and is fully sprinkled for fire code compliance.

Important to note that as much as the Venture Building is ideally suitable there exist two major caveats. First, Destiny House RI is a South Providence based community organization and it is our deep desire to find housing in the South Providence area. Presently, discussions with Paolino Properties have focused on the former Boy Scout Headquarters at the corner of Broad and Service Road Seven. Unfortunately, that

building, while unique and very attractive, is cost prohibitive at this time. Secondly, when dealing with the volatility of real estate it is impossible to forecast availability of specific spaces as many as twenty months prior to the receipt of funding of approval.

However, for the purposes of this application, the reviewers need to know that a suitable facility has been identified; it is within the City of Providence, centrally located on major RIPTA routes and affordable. Thus, the proposed budget includes lease numbers which emanate from actual figures and not hypothetical.

Section XII – Student Enrollment and Demand

The Village Green's projected growth pattern, as evidenced on the cover page and used as the basis for the budget, shows the school will enroll sixty eight students in each grade (nine through twelve) for a total enrollment of two hundred and seventy two. Year one will begin with ninth and tenth grade and a total of one hundred and thirty six students. In year two, a new ninth grade will be enrolled and the school's population will go to two hundred and four. In year three, maximum enrollment will hit when there are four grades and a total of two hundred and seventy two.

The rationale for starting small and staying small lies in two distinct reasons. The first is that charter school experience has demonstrated that an economy of scale can be achieved that provides for economic sustainability when there are in excess of two hundred and sixteen students. Personalization is inherent in small schools and the *Village Green* does not aspire to ever be the *City Green.*

Secondly, the blended e-learning model is untried in Rhode Island. It is important that the Village Green be seen as a plan which does not over-reach and thus injure its own chances of ultimate success. The plan is entirely singular; locate in Providence in a facility large enough to accommodate its growth, recruit from the urban areas with expectations of some suburban and urban ring interest, refine its core program before expansion is discussed and then explore options of growth in the second charter round when student achievement, conditions for success and organizational viability have been established.

Until that point, the school will be a unique expression of family school choice, execute seamless instructional and technological integration, substantially re-engineer teacher roles and duties and create a school organized around pedagogical principles unlike any other school in support of the charter school legal mandate of serving as research and design laboratories.

Rapid expansion, no matter how well meaning, may lead to organizational and budgetary disaster when experimenting with a model so revolutionary and untried.

Using the recent success of the recruitment strategies of the RI Nurses Institute Middle College, which is also a high school with targeted recruitment in the urban area; the Village Green would be savvy to replicate them. Targeting teens and their parents on

local radio with radio ads which speak through the teen voice, potential customers are drawn to the school's website where there is an on-line application. Please visit the current RINI MC recruitment portal. The sample is in English but there are Spanish and Portuguese applications as well.

http://www.tomorrowsnurses.org/machform/view.php?id=1

It is no harder to apply to the school then it is to make a hotel or dinner reservation. The e-application is sent in email form with an ordinal identifier as well as date and time stamp. Lottery regulations from RIDE form the basis of the process to determine eligibility, acceptance and enrollment.

Last year the Middle college used radio advertising to garner two hundred and eighty five applicants for one hundred and thirty six seats. In 2012 and after just one month of advertising the Middle College has one hundred and twenty five applicants for fifty eight seats. This level of recruitment does not rely heavily on physical outreach but instead sophisticated demographic studies recommend the best times and radio stations to utilize to get the recruitment message out to the customer. Using mass media helped the Middle College to enroll a student body of 80% urban students instead of the promised 75%.

Section XIII – School Community

If a location can be eventually found that is in the South Providence Community then the headquarters of Destiny House RI will relocate to within the school's physical plant and the relationship of the school to the surrounding community will be greatly enhanced. However, given the overall uncertainties on permanent housing it is hard to ascertain exactly what the "surrounding community" will be for the school. If plans proceed as designed and the sponsor is housed within the school then the relationship to the surrounding community will be profound as the school will be a resource far beyond its educational purpose.

The founding group has a long history of community involvement and the beginning of the engagement with stakeholders regarding the Village Green starts with the involvement and support of the Destiny House Board and supporters. As the approval process unfolds the first outreach would occur to friends of Destiny House to speak in support at the open public meetings. Subsequently, a series of design charrettes would be held by the school and Destiny House seeking input from its members and school stakeholders on what design the school's comprehensive suite of services should include.

Depending on the school's eventual location and its proximity to specific neighborhoods the range of services could vary widely. Another outlet for engagement is in board membership and subcommittee membership. The school's board is weighted heavily with community members, friends of Destiny House, parents and community based organization members.

The school absolutely desires to be an operation which is open to the school's outside community for additional and family educational programs. The physical plant will be a technology rich environment and the Workshop Centers and Design Spaces will make for wonderful venues for community organizations which need space. The school would like to offer all sorts of extra programming such as GED and Adult Basic Education classes as well as parenting and other essential adult daily living skills classes to the community. The limitation to comprehensively answering this question lies in the unknowns of space and resources.

> ***e-Learning Policy Recommendation***: Virtual Schools, that are stand-alone in nature, are operationally untested in Rhode Island and as experimental models their primary goal, initially and until policy implications are tried and untangled, should be school operations and not "over-capacitied" by design or with too many layers of social services.

However, it is unquestionable that the Village Green will possess wonderful spaces, robust with technology, a pure hearted and compassionate community organizational sponsor and the interest in being a community resource to the greatest extent possible without stretching the limits of fulfilling the mission of being an experimental chartered virtual school.

As has been discussed earlier, parents will have significant voice in the school through board membership and committee membership. Results of parent input though instruments such as SurveyWorks! will be disseminated and built into future plans such as the District Strategic Plan or the School-Wide Plan.

Section XIV – Timetable

Appendices E of the Required Documents Section addresses the timetable issue.

As an authorizer, the Department of Education is familiar with the variability of timelines for charter school approval and the implications which arise from process interruptions and controversy surrounding both preliminary and final approvals. The timeline found in the appendix takes into account the major activities surrounding approval, recruitment of students, receipt of grant funding, acquisition of buildings, goods and materials without operational funding received and the sequential hiring of administration and faculty has been appropriately highlighted.

Section XV - Replication

This application is not a replication effort of an existing charter school by an educational service provider. However, it is a Rotational and Blended Virtual School which is most similar to the Carpe Diem Collegiate Virtual Middle and High School in Yuma, Arizona.

Innosight Institute's *Rise of K12 Blended Learning* study (Staker 2011) studied forty virtual schools from around the country and classified their type by comparing design elements from full time face to face teaching with embedded technology to completely virtual school with 100% asynchronous instruction as the norm. Carpe Diem was placed exactly in the center of the spectrum between traditionally supervised brick and mortar schools and fully remote or virtual schools.

Additionally, Staker (2010) states Carpe Diem uses e2020 as its online curriculum and in 2010 ranked first in its county in student performance in math and reading and ranked among the top 10 percent of Arizona Charter Schools. A similar tale played out in 2009 when, based on its scores of Arizona Instrument to Measure Standards (AIMS) test, Carpe Diem ranked first in the county in all grade levels and subjects. Business Week recognized Carpe Diem as one of the top high schools in the US in 2009 and US News and World Report ranked Carpe Diem as one of the Best in the US in 2010.

Carpe Diem is a grade six to twelve school and not a high school, has 145 days of instruction (four day weeks) per year and has only six certified teachers for its two hundred and seventy three students. The remainders of the adults are "highly qualified paraprofessionals" who offer direction and help. The certified teacher to student ratio is considerably higher at the Village Green and as a result the cost savings are not as significant as Carpe Diem's experience.

However, Carpe Diem has the balance of design elements which create the perfect "blended model" but it is just that, a model. The school's materials, forms, intellectual property, logo, brands, hallmarks, rituals or franchise eligible elements are not contained within the Village Green proposal. However, what Carpe Diem does is demonstrate that the blended model with e2020 as a curriculum partner is a viable model. To read the Innosight Report, with Carpe Diem on page 44 and the description of the blended learning matrix on page 11, please go to http://www.innosightinstitute.org/blended_learning_models/

Section XVI – Operating Budget and Financial Plan

Please see the Required Documents section for a five year projected budget for the revenue and expense sides, a budget annotation aligned with the items of the budget worksheet and a sample salary schedule for the certified teaching staff.

The budget shows an increase in surplus each year which is driven by acquisition of capital goods for a full complement of students in year three. Asset accumulation tapers off as the school grows to full enrollment.

There are five main assumptions which are conservative in nature and assist in strengthening the "management of unknowns" which are inherent in first draft charter school budgets. Those assumptions are:

1. The average per pupil remunerative amount as reflected in the RIDE 2011/2012 Charter School Application Guidelines are accurate and worthy of generalizability.

2. The average per pupil remunerative amount to the school will be static over the five years of the charter.

3. All teachers will be fully certified and hired at an average of step five on the salary schedule.

4. The school will pay 100% of the transportation costs for 100% of its students.

5. There is no revenue provision for soft or outside generated dollars; the budget is built on public funding only.

Each of these assumptions creates a condition of higher initially budgeted expenses and in choosing to predict revenue and expenses in such a way this application does not attempt to re-position its budgetary lens to be one of heightened "rosiness."

Please see the Required Documents section for the school's Tables of Organization for operational and business positions, the Finance Manual for the Village Green clearly showing internal controls and segregation of duties as well as UCOA compliance protocols and reporting schedules.

The Village Green is an experimental model of a blended learning virtual school and at this time possesses a singular goal; to open and successfully operate one great school.

The required annual audit, as well as the school's IRS form 990, will be performed by a CPA firm that is chosen through an RFP process which determines suitability by cost, capacity and experience.

At this time, there are no plans to seek outside funding. Such opportunities will be aggressively pursued when the Village Green has demonstrated student achievement, organizational viability and proper conditions for success and the school as a "product" is recognized and fundable.

E-Learning Policy Recommendation: Virtual School funding can be based on educational attainment and not seat time alone. In certain cases, payments from the state and districts can be made only after the delivery of goods and services; in this case, student achievement. Certain policy consequences would hinder operating capital for a new school and thus be self-defeating in its potential funding innovation. However, for situations such as credit recovery or short term service the concept of payment only after receipt will prove to be a great institutional incentive for a Virtual School and a funding innovation.

Required Attachments

Resumes of Key Founders

Vita

Robert Pilkington, Ed.D.
210 Squantum Dr.
Warwick, RI 02888
Phone: 401.378.7007 E-mail: rpilk@rinimc.org

Education

Ed.D.	Johnson and Wales University, 2009, Doctorate in Educational Leadership
C.A.G.S.	Johnson and Wales University, 2006, Educational Leadership
M.A.T.	Rhode Island College, 1986, Secondary Education
B.A.	Rhode Island College, 1983, English
A.A.	Rhode Island Junior College, 1981, Liberal Arts

Experience

2011 to present	Superintendent of the RINI Middle College and BeaconArt
2005 to 2011	Principal of the Beacon Charter HS for the Arts, Turnaround Specialist
2002/2009	Author of the Middle College Charter Schools (six) and Village Green Virtual Elementary School charter proposals (currently pending with RIDE)
1985 to 2005	*Providence School Department, serving in the following capacities:*
1998 to 2005	Operations Officer, Textron/Chamber of Commerce Charter School
1997 to 1998	Textron/Chamber of Commerce Charter School Acting Director, 1st charter school administrator in Rhode Island
1996 to 1997	Co-author, with Gary Davis, of the Textron/Chamber of Commerce School's charter
1995 to 1997	English teacher and founding faculty member of the Chamber of Commerce High School, Providence
1994 to 1995	Chamber of Commerce High School Design Team
1985 to 1994	English teacher, Central High School and Roger Williams Middle School, Providence

Honors and Professional Activities

- Founder and past president of the RI League of Charter Schools
- Longest serving administrator in Rhode Island's charter school movement
- RI State Certified Secondary level Teacher of English, Principal and Superintendent
- RI Dept. of Education External Reviewer of proposed charter schools, 1999 to 2008
- RI Dept. of Education PBGR/Gate's Network Exhibition Toolkit co-author, 2006
- Presenter at 2000 National Charter School Convention, *Building State-wide Organizations*
- Author of the 1995/96 **Work-Prep** RI Charter school application
- Consultant on numerous charter applications; facilitated school re-design teams including the Marriott Hospitality Charter School in Washington DC and the Franklin Career Academy in Franklin, NH (New Hampshire's first charter school).
- Author and publisher of *The Chartered Course*, RI's only charter school newsletter
- 2002 RIC English Alumni of the Year, 1997 PROBE Teacher of the Year
- Founding Board member of the Textron/Chamber School 1998 to 2005
- Providence Teachers Union Executive Board member, COPE Chair 1994-2000
- Active member of the Council of Educational Facility Planners International
- Active member of the National Charter School Leadership Council, NASSP and NADE
- Member of the Juvenile Hearing Board, Office of the Mayor, Warwick, RI (2003 to 2008)
- Woonsocket Rotary's Man of the Year 2011; March 24th is Dr. Rob Pilkington Day in the city

ROCHELLE Y. BAKER, M. Ed, MSW
200 ORCHARD STREET, CRANSTON, RI 02910
Home (401) 781-9397
Cell (401) 487-2811

OJECTIVE:
I aspire to utilize management and clinical skills in an innovated school environment.

EDUCATION:
Masters of Social Work, Rhode Island College, Providence, R.I. (2008 - 2011)
- Clinical Social Work
- Graduation GPA 3.89

Masters of Education, Cambridge College, Cambridge, M. A. (2001 - 2003)
- Guidance and School Counseling Psychology
- High Honors

Bachelors of Social Work, Rhode Island College, Providence, R.I. (1994 - 1996)
- Generalist Practices
- Graduation GPA 3.96
- Dr. Rose Butler Browne Award

Associate of Arts Degree, Community College of Rhode Island, Warwick, R.I. (1991 - 1994)
- Human Services
- Dean's List recognitions four semesters
- Graduated with High Honors

EXPERIENCE:

Clinical Social Worker, Rhode Island Department of Corrections (RIDOC), Probation and Parole, Providence, RI.
(September 2010 – May 2011)
- Supervised 18 Sex Offenders (SO)
- Completed Offender re-entry Training
- Case Managed substance abuse, mental health and medical treatment compliance
- Administered Beck Depression Inventory (BDI)

Clinical Social Worker, Destiny House, Inc. Providence, RI
(October 2009 – May 2011)
- Phone screenings
- Bio-psycho-social assessment
- Treatment plans
- Co-facilitated women and teen mothers psych-education groups
- Arranged shelter and other support services
- Completed Domestic Violence (DV) and sexual assault community response training
- Organized DV community awareness forum

Dean of Students and Admissions, Academy for Career Exploration formally *Textron Chamber of Commerce Academy*, Providence, RI. (September 1998 - Present)

- Recruit and process student applicants

- Conduct student's parents/guardians problem solving meetings
- Transition students into alternative education programs
- Organized parents/guardians engagement activities
- Completed vigorous leadership duties among the special education population
- Developed female psych-education program- "Sister for Sisters"
- Coordinate community service programs
- Supervised and evaluate Para Professionals
- Manage Accounts Payable
- Manage Human Resources
- Manage Physical Plant

Weekend Advocate, Women's Center of Rhode Island, Providence, Rhode Island. (February 1994 - August 2000)

- Case manage shelter resident and their family
- Co-Facilitated women domestic violence (DV) psycho-education group
- Responded to state wide (DV) and Rape Crisis hot-line

Victims Advocate, Garrahy Judicial Complex, Providence, Rhode Island. (September 1993 - February 1994)

- Assisted DV victims in petitioning the Family and District Court for Protection Orders
- Arranged for DV victims shelter and/ or medical services

Education Career Advisor, Chamber of Commerce Academy, Providence, Rhode Island. (May 1994 - September 1998)

- Advocated for student education, job, and community service opportunities
- Developed admission procedure for new enrolling students
- Processed student's local and federal employment applications

Assistant Coordinator, Juvenile Diversion Program, Narragansett Council Boy Scouts of American, Family Court, Providence, Providence, Rhode Island (November 1993 - December 1996)

- Coordinated youth offender's work readiness program
- Monitor school performance and attendance
- Provided substance abuse psycho-education
- Facilitated solution focus whole family support groups
- Supervised court order probation compliance

Eleanor C Brown-McSwain
83 Gallatin Street
Providence, RI 02907
401 282-9885 (cell) 401 714-0604 (home)
destinyhouseri@gmail.com
http://www.destinyhouseri.net

PRESENT OCCUPATION:

Destiny House, Inc., 1997 – Present, Founder & Executive Director
Developed a non-profit, 501c3 community based organization to address domestic violence, for adolescents, pregnant and parenting teens and families, in communities of color. Grant writing, design and implement programs, provide outreach, advocacy, education, and any other services to empower and enable them to become self-sufficiency

Coordinate community-based groups to foster inter-agency collaborations to help strengthen community awareness around domestic violence and enhance the quality of life by teaching the community to work together.

McAuley Corporation, 2011-Present (part time) – Director of Social Services
Design, develop, coordinate and implement the infra-structure of a strong social services component to McAuley Village, a 23 unit transitional housing program for homeless women and children. Supervise MSW, BSW and high school interns.

Provide individual, mental health, therapy and counseling sessions; assess family needs *via* bio-psychosocial assessments and develop family goals, and objectives to bring them to self-sufficiency; facilitate life skills, psycho-educational, individual
and group sessions addressing past trauma

EDUCATION:

Rhode Island College, MSW, Social Work 12/2002
Rhode Island College, BSW Social Work 6/96
Community College of Rhode Island, AA Social Work/Mental Health 6/94

EXPERIENCE:

Women's Center of Rhode Island, 1997 – 2000 Community Educator/Advocate
Assist Providence Police Department in responding to Domestic Violence calls, advise women
of their rights and their options as victims of domestic violence, teen dating violence and/or sexual assault make appropriate referrals,
Organize and facilitate informational groups for service providers, victims, survivors, teens,
Speaking engagements, advocate for change in legislation, design, develop and facilitate

workshops for Providence Police Department.

Dorcas Place Parent Literacy Center, 1997 – 1998 – Consultant

Design, coordinate, implement and facilitate domestic violence prevention programs in a Parent literacy (that can be replicated), meet individually with victims/survivors of Domestic Violence, facilitate a weekly support group, made proper referrals for parents and children who have been affected by domestic violence.

Rhode Island Coalition against Domestic Violence/Sojourner House, 1989 – 1997
Office Manager

Office Manager/of the First /court-Based, Temporary Restraining Order Office. Court Advocacy, Assist victims in petitioning court for restraining orders, counsel victims of their legal rights, make appropriate shelter referrals and arrangements, advocate between victims and the court system, maintain statistical data base/record keeping.

REFERENCES:

Rebecca Johnson, Consultant
33 Moultrie Street
Dorchester, MA
(617) 320-5206

Claudia DeCesare, BA
Pathfinders Life Guidance
25 George Street
Providence, RI 02912
401-863-3676

Nzinga Misgana, Director
New Roots Providence
Providence, RI 02903
1-614-530-4770

PROFESSIONAL ASSOCIATIONS:

- Alpha Delta Mu Social work Honor Society
- Phi Theta Kappa Honor Society
- National Association for Social Workers
- MET High School Mentor, 2003-Present
- Rhode Island Department of Health, Community Planning Group on HIV & AIDS

Co-Chair, Community Capacity Committee/Co-Chair Youth Task Force
- ❖ MET High School Mentor, 2003-Present
- ❖ John Hope Settlement House, Local Management Entity Design Team
- ❖ Making Connections Technical Assistance Advisory Committee
- ❖ RI Community and Justice Leadership For A Future (class 2007)

CERTIFICATIONS:

Rhode Island State Certified HIV Tester

AWARDS:

2010 Rhode Island Attorney General Justice Award for Violence Prevention
Bank of America "Local Heroes Award" for the Neighborhood Excellence Initiative
Dr. Rose Butler-Brown Scholarship Award
Urban League of Rhode Island Marguerite Beaubien Community Service Award,
The Sunshine Lady Foundation Advocate for Peace Award
Rhode Island College, BSW Community Service Award
Tom Dutton Community College Academic Scholarship Award
The Rhode Island Advocate for Peace Award

School By-laws

BYLAWS OF

THE VILLAGE GREEN SCHOOL

ARTICLE I — NAME AND PURPOSE

Section 1 — Name: The name of the organization shall be The Village Green School (henceforth known as *the school*). It shall be a nonprofit organization and incorporated under the laws of the State of Rhode Island

Section 2 — Purpose: The Village Green School is organized exclusively for educational and dissemination/outreach purposes.

ARTICLEII — MEMBERSHIP

Section 1 — Eligibility for membership: Application for voting membership shall be open to any current parent of a student, an employee of a RI community based organization, for profit or nonprofit or a RI university or college educator that supports the purpose statement in Article I, Section 2. Membership is granted after completion and receipt of a membership application. All memberships shall be granted upon a majority vote of the board.

Section 2 — Annual dues: there are no dues for membership

Section 3 — Rights of members: Each member shall be eligible to appoint one voting representative to cast the member's vote in board elections.

Section 4 — Resignation and termination: Any member may resign by filing a written resignation with the secretary. A member can have their membership terminated by a majority vote of the membership.

Section 5 — Non-voting membership: The board shall have the authority to establish and define non-voting categories of membership.

ARTICLE III — MEETINGS OF MEMBERS

Section 1 — Regular meetings: Regular meetings of the members shall be held monthly ten times per year designated by the chair.

Section 2 — Annual meetings: Annual meeting of the members shall take place in the month of August, the specific date, time and location of which will be designated by the chair. At the annual meeting the members shall elect directors and officers, receive reports on the activities of the association, and determine the direction of the association for the coming year.

Section 3 — Special meetings: Special meetings may be called by the chair,

or a simple majority of the board of directors. A petition signed by seventy five percent of voting members may also call a special meeting.

Section 4 — Notice of meetings: Printed notice of each meeting shall be given to each voting member, by mail or email, not less than five says prior to the meeting.

Section 5 — Quorum: A quorum must be attended by at least fifty percent of board members for business transactions to take place and motions to pass.

Section 6 — Voting: All issues to be voted on shall be decided by a simple majority of those present at the meeting in which the vote takes place.

ARTICLE IV — BOARD OF DIRECTORS

Section 1 — Board role, size, and compensation: The board is responsible for overall policy and direction of the association, and delegate responsibility of day-to-day operations to the staff and committees. The board shall have eleven members. The board receives no compensation other than reasonable expenses.

Section 2 — Terms: All board members shall serve two-year terms, but are eligible for re-election for up to five consecutive terms as long as they remain an eligible member.

Section 3 — Meetings and notice: The board shall meet at least monthly (ten times per year), at an agreed upon time and place. An official board meeting requires that each board member have written notice at least five days in advance.

Section 4 — Board elections: New directors and current directors shall be elected or re-elected by the voting representatives of members at the annual meeting. Directors will be elected by a simple majority of members present at the annual meeting.

Section 5 — Election procedures: A Membership Committee shall be responsible for nominating a slate of prospective board members representing the association's diverse constituency. In addition, any member can nominate a candidate to the slate of nominees.

Section 6 — Quorum: A quorum must be attended by at least fifty percent of board members for business transactions to take place and motions to pass.

Section 7 — Officers and Duties: There shall be four officers of the board, consisting of a president, vice-president, secretary and treasurer. Their duties are as follows:

The president shall convene regularly scheduled board meetings, shall preside or arrange for other members of the board to preside at each meeting in the following order: vice-chair, secretary, treasurer.

The vice-president shall chair committees on special subjects as designated by the board.

The secretary shall be responsible for keeping records of board actions, including overseeing the taking of minutes at all board meetings, sending out meeting announcements, distributing copies of minutes and the agenda to each board member, and assuring that corporate records are maintained.

The treasurer shall make a report at each board meeting. The treasurer shall chair the finance committee, assist in the preparation of the budget, help develop fundraising plans, and make financial information available to board members and the public.

Section 8 — Vacancies: When a vacancy on the board exists mid-term, the secretary must receive nominations for new members from present board members two weeks in advance of a board meeting. These nominations shall be sent out to board members with the regular board meeting announcement, to be voted upon at the next board meeting. These vacancies will be filled only to the end of the particular board member's term.

Section 9 — Resignation, termination, and absences: Resignation from the board must be in writing and received by the Secretary. A board member shall be terminated from the board due to excess absences, more than two unexcused absences from board meetings in a year. A board member may be removed for other reasons by a three-fourths vote of the remaining directors.

Section 11 — Special meetings: Special meetings of the board shall be called upon the request of the chair, or one-third of the board. Notices of special meetings shall be sent out by the secretary to each board member at least two weeks in advance.

ARTICLE V — COMMITTEES

Section 1 — Committee formation: The board may create committees as needed, such as fundraising, housing, public relations, data collection, etc. The board chair appoints all committee chairs.

Section 2 — Finance Committee: The treasurer is the chair of the Finance Committee, which includes three other board members. The Finance Committee is responsible for developing and reviewing fiscal procedures, fundraising plans, and the annual budget with staff and other board members. The board must approve the budget and all expenditures must be within budget. Any major change in the budget must be approved by the board. The fiscal year shall be the calendar year. Annual reports are required to be submitted to the board showing income, expenditures, and pending income. The financial records of the organization are public information and shall be made available to the membership, board members, and the public.

Section 3 – Curricular Innovation Committee: the purpose of this committee is to ensure oversight of the school’s continued use, experimentation and adoption of distance learning models that are current and “state of the art. Leadership from within the

university led schools of technology will be critical to the success and impact of this committee.

Section 4 - Discipline Sub-committee of the Board: This committee is charged with handling discipline matters when there is dissatisfaction with school administration's disposition of a case. The school's board, in acting as the district's school committee, must be the body to make and pass recommendations for student exclusions. Decisions of the school's board can be challenged at the Commissioner's level. Members of this committee are board members.

ARTICLE VI — DIRECTOR AND STAFF

Section 1 — Executive Director: The executive director is hired by the board. The executive director has day-to-day responsibilities for the organization, including carrying out the organization's goals and policies. The executive director will attend all board meetings, report on the progress of the organization, answer questions of the board members and carry out the duties described in the job description. The board can designate their duties as necessary.

ARTICLE VII — AMENDMENTS

Section 1 — Amendments: These bylaws may be amended when necessary by two-thirds majority of the board of directors. Proposed amendments must be submitted to the Secretary to be sent out with regular board announcements.

CERTIFICATION

These bylaws were approved at a meeting of the board of directors by a two thirds majority vote on **TBD.**

_____

Secretary Date

Curriculum Sample

Due to file size constraints the e2020 course syllabi, scope and sequencing as well as Common Core Standards linkages are found in separate documents.

School Schedule and Calendar

Village Green Virtual Charter High School

2013-2014

Academic Year Calendar

July 13

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 13

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 13

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 13

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 13

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 13

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 14

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 14

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 14

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 14

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 14

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 14

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July 14

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 14

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Notes

8/12 to 16 Staff development
8/12 1st day of school
9/2 Labor day
10/14 Columbus day
11/11 Veteran's day
11/21 and 22 Thanksgiving
12/23 to 1/3 Holiday Break
1/20 Martin Luther King day
2/17 to 2/21 February Break
4/21 to 4/25 Spring Break
5/26 Memorial Day
6/16 190th day of school

Calendars by Vertex42.com

© 2007 Vertex42 LLC

Daily Schedule

8:00 to 8:45	Common Planning Time; 190 days per year
9:00 to 9:30	Advisory
10:00 to 11:00	First Block
11:00 to 12:30	Second Block (lunch scheduled)
12:30 to 1:30	Third Block
1:30 to 2:30	Forth Block
2:30 to 3:30	Fifth Block
3:30 to 4:00	Office Hours

School Development Timetable

A reasonable Timetable for the project would be as follows:

March 1, 2012	Application submitted
March and early April	Feedback and edit to the Village Green
March through June, 2012 held	Internal Review, External Review, and Open Meetings are
May 1, 2012	Destiny House Financials Submitted
Early July, 2012 Approval	Commissioner recommends to Regents Preliminary
July and August, 2012	Board of Directors constituted
July and August, 2012	Charter School Program Grant for Planning is submitted
November, 2012	Receipt of funds for organizational infrastructure building
January, 2013	Recruitment and facilities search commences
Winter 2013	Bids solicited for furniture, finishings and equipment; IT and connectivity being of critical concern with business and IT contracts a priority.
March 1, 2013	First lottery
April to May, 2013	Lease signed and Readiness Criteria Completed
June, 2013	Final approval from regents and administration is hired
June and July, 2013	Faculty hired, building renovated, goods and materials arrive, Family Orientations held, faculty trained
August, 2013	School opens

Destiny House of Rhode Island letter of Support

...addressing domestic violence, teen dating violence, and pregnancy prevention in communities of color

Founder & Executive Director
Eleanor C. Brown-McSwain MSW
destinyhouseri@gmail.com

Director of Programs:
Misty Wilson,
Misty.wilson@brown.edu

Board of Directors - Officers
Rochelle Baker, M. Ed, MSW, President
Claudia DeCesare, BA Vice-President
Renay Omisore, MBA, Treasurer
Natasha Clay, Secretary

Board of Directors:
Rep. Joseph Almeida
Joan Blair-Skeffington
Phil Lowry, LMHC
Lewis Morris
Judy L. Perry, AA
Melissa Walsh, MBA

February 15, 2012

Dear Sir/Madam:

This letter is to confirm that Destiny House has agreed to sponsor The Village Green's Virtual Public Charter School. As such, we have reviewed and hereby agree with the submission of the enclosed application in support of their endeavor.

Destiny House is a non-profit community based organization established in 1998 which addresses past trauma with inner city youth to disrupt or eliminate the intergenerational cycles of violence and poverty. We address those social and emotional issues that get in the way of one's educational abilities. Please note that our Mission is in total alignment with this new and highly innovated initiative. Our Rhode Island nonprofit public benefit corporation qualifies us as exempt from federal income tax under Section 501(c) 3 of the Internal Revenue and is classified as a public charity. A copy of our federal determination letter has been included for your convenience.

Under our sponsorship agreement with The Village Green's Virtual Public Charter School, Destiny House will ensure that their funds will be used, solely, to accomplish the charitable purposes of the virtual learning programs.

Please feel free to contact me at 401-282-9885or destinyhouseri@gmail.com, if you have any questions. Thank you for your interest.

Sincerely,

Eleanor C. Brown-McSwain

Eleanor C. Brown-McSwain, AA, BSW, MSW
Founder and Executive Director

Description of Proposed Facility

Print all the details of this listing in a proper format by clicking the "Print Listing" link on the right-hand side of each listing.

LoopNet #1 in Commercial Real Estate Online

Mobile | Become a free member | Log In

Back to Search Results

Previous Result 18 of 128 Next Result

Retail Property For Lease

"The Venture Building"

859 North Main Street, Providence, RI 02904

Venture Building South Section

Total Space Available:	**10,000 SF**
Rental Rate:	**$9 /SF/Year**
Min. Divisible:	1,800 SF
Max. Contiguous:	10,000 SF
Property Type:	Retail
Property Sub-type:	Street Retail
Building Size:	22,000 SF
Lot Size:	0.53 AC

Find Out More...

Last Verified 1/23/2012
Listing ID 17293653

Presented by
Olympus Group Real Estate

Request additional information

Greg Micallef
(401) 751-9606 Ext: 220

Contact listing broker

Name
First Name
Last Name

Email

Phone
-
-
ext

Please send me additional information about this property.

Contact Listing Broker

By clicking "Contact Listing Broker", you are indicating that you have read, understood, and agree to LoopNet's Terms and Conditions.

New to LoopNet? No problem. As a courtesy, LoopNet will automatically create a free account so that you can access more listing details, setup new listing alerts, and more.

We will not share your email address. View our Privacy Policy.

1 Space Available

Display Rental Rate as Entered

Space 2

Space Available:	**10,000 SF**
Rental Rate:	**$9 /SF/Year**
Space Type:	Street Retail
Additional Space Types:	Office Showroom Flex Space
Min. Divisible:	1,800 SF
Max. Contiguous:	10,000 SF
Lease Type:	Modified Gross

Watch This Property

Share this listing
Send to Friend
Link to This Listing
Embed This on Your Web Site
Widgets, Badges and Tools

Description

Available: 1800 to 10,000sf(within a 22,000sf building) set up as two level showroom/office and one level sales/service; co-occupant is Venture window Co. with an established retail draw; open area has 16-18 ft ceilings and 9ft. OH drive-in; offered at $9.00/sf; rates include base taxes, insurance, cam;

High traffic and visibility on North Main with immediate access to I-95 via Branch Ave. exit; parking: INDOOR (1 vehicle per 1000sf leased) plus dependable on street parking.

Map of 859 North Main Street, Providence, RI 02904 (Providence County) Hide Map

Share on social networks
Recommend
Tweet 0
Share
0

Additional options
Print Listing
View Map

WINDOWS

References

Baggott la Velle, Linda. (2002). Virtual teaching, real learning? *Journal of Biological Education*, 36(2), 56-57.

Badsen, Jonathan. (2001). Authentic tasks as the basis for multimedia design Curriculum. *T.H.E. Journal*, 11, 16-21.

Bell, Phillip, et al. (2009) Learning Science in Informal Environments: People, Places and Pursuits. Washington, DC: National Research Council.

Blumson, Liz. (2005). Cyberschool reaches all the parts down under. *Multimedia Information & Technology*, 31(1), 17-18.

Bruce, Jacklyn. (2002). Reining in distance education. *The Agricultural Education Magazine*, 74(4), 16-17.

Bush, Jeb & Wise, Bob. (2010). Digital Learning Now. Washington, DC: Foundation for Excellence in Education Now.

Clifford, Pat. (2005). Cyberkids. *Education Canada*, 45(2), 14-16.

Gaines, Mary-Ann. (2002). Educational infrastructure in an age of globalization intelligent buildings, virtual facilities, and virtual instruction? *The Educational Forum*, 67, 63-68.

Davis, N.E. (2005). Preparing teachers for the "schools that technology built": Evaluation of a program to train teachers for virtual schooling. *Journal of Research on Technology in Education*, 37(4), 399-409.

Donlevy, Jim. (2009). Online learning in a virtual high school. *International Journal of Instructional Media*, 30(2), 117-121.

Elbaum, Bonnie and Smith, Alese. (2002). "Essential Elements: Prepare, Design and Teach Your Online Course." Atwood Publishing.

Gemin, Butch & Watson, John. (2009). Management and Operations of Online Programs: Ensuring Quality and Accountability. Washington, DC: International Association for K12 Online Learning.

Gemin, Butch & Watson, John. (2009). Policy and Funding Frameworks for Online Learning. Washington, DC: International Association for K12 Online Learning.

Gemin, Butch & Watson, John. (2009). Socialization in Online Programs. Washington, DC: International Association for K12 Online Learning.

Gemin, Butch & Watson, John. (2009). Using Online Learning for At-risk Students and Credit Recovery. Washington, DC: International Association for K12 Online Learning.

Hinn, Michelle. (2001). Case studies of a virtual school. *Journal of Adolescent & Adult Literacy*, 45(2), 156-163.

Hadley, Corine. (2001). Any time, any place, any path, any pace: Taking the lead on e-learning policy. *Report of the NASBE study group on e-learning: The future of education*. Alexandria: National Association of State Board of Education Press.

Hurley, Rushton. (2002). Fine tuning an on-line high school to benefit at-risk students. *T.H.E. Journal*, 11, 33-40.

Berge, Zane and Clark, Tom. (2005). Virtual schools: Planning for success. New York: Teachers College Press.

Kumar, Ambika. (2002). Classrooms in the Air. *Governing*, 16(2), 48-50.

Lopez, Joy. (2003). Content delivery for a virtual high school. *T.H.E. Journal*, 8, 30-33.

Lin, Margaret. (2011). School Quality in the Cloud: Guidelines for Authorizing Virtual CharterSchools. Chicago, IL: National Assoc. of Charter School Authorizers.

Lord, Mary. (2006). Oh E-pioneers! *US News and World Report*, 133(22), 56-57.

McPherson, Maggie. (2004). The failure of a virtual social space (VSS) designed to create a learning community: Lessons learned. *British Journal of Educational Technology*, 35(3), 305-321.

Oblender, Thomas. (2002). A hybrid course model. *Learning and Leading with Technology*, 22(6), 42-46.

Patrick, Susan and Vander Ark, Tom. (2011). Authoring Online Learning. Washington, DC: National Association of Charter School Authorizers.

Picciano, Anthony & Seaman, Jeff. (2010). High School Reform and the Role of Online Learning. New York, NY: Babson Survey Research Group.

Podoll, Sue and Randle, Darcy. (2005). Building a high school … click by click. *T.H.E. Journal*, 8, 14-19.

Purnell, Janet. (2005). E-learning and virtual schools: giving students and edge. *School Executive*, 9(10), 28-29.

Revenaugh, Mickay. K-8 virtual schools: a glimpse into the future. *Educational Leadership*, 12(1), 60-64.

Roberts, Grady T. (2002). The cyber classroom: Strategies for using the internet as an instructional resource. *The Agricultural Education Magazine*, 75(3), 26-28.

Rousseau, Jean-Jacques. (1762). Emile: the education of a French Nobleman.

Schrum, Lynne. (2006). Oh, what wonders you will see: Distance education past, present and future. *Learning and Leading with Technology*, 30(3), 6-21.

Staker, Heather. (2011). The Rise of K-12 Blended Learning. Washington, DC: Innosite Institute.

Stover, Del. (2005). No, really: P.E. online. *School Board News*, 11, 41-43.

Smith, Stephen. (2003). Vital virtual hand's on learning. *Techniques (ACTE)*, 78(5), 35-37.

Tekaat-Davey, Diana. (2006). Virtual learning is the real thing. *Techniques (ACTE)*, 81(1), 32-35.

Thiele, Joan. (2003). Learning patterns of online students. Journal of Nursing Education, 42(8), 364-368.

Vanourek, Gregg. (2011). An (Updated) Primer on Virtual Schools: Mapping the Electronic Frontier. Chicago, IL: National Association of Charter School Authorizers.

Watson, John. (2011). Blended Learning: the convergence of on-line and face to face education. Washington, DC: North American Council for Online Learning.

Watson, John. (2011). Keeping Pace with On-line Learning; review of policy and practice. Evergreen Education: retrieved from www.kpk12.com.

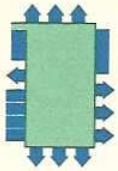
Watson, John. (2011). Quality Authorizing for Online and Blended Charter Schools. Chicago, IL: National Association of Charter School Authorizers.

Rogers, Weaver. (2012). Policy Study on the Rise of Technology in Schools and Communities. Chicago, IL: National State Boards of Education.

Wiedmer, Terry and Harris, Vicki. (2002). Distance learning and virtual communities. *The Delta Kappa Gamma Bulletin*, 68(3), 35-42.

Young, Julie. (2004). Virtual schools: Personalizing learning online. *Media and Methods*, 41(2), 11-12.

Copy of original Village Green letter of intent dated 12/01/2001



The Village Green
A K to 12 Virtual Public Charter School

November 30, 2001

Peter McWalters, Commissioner
Rhode Island Dept. of Education
255 Westminster St.
Providence, RI 02903

Dear Commissioner McWalters:

On October 19, 2001, Corine Hadley, President of the NASBE released the landmark policy paper entitled *Any Time, Any Place, Any Path, Any Pace*. This report outlined her organization's vision of the American educational system's transformation from the "one-room schoolhouse to the any-room schoolhouse."

The distance learning revolution that is about to emerge fits squarely into the principles and tenets found within the Rhode Island Charter School law. Charter schools are intended to be the vanguard, laboratories and an expression of the on-going and vital interest in the improvement of education. At this time and place in the development of the distance learning revolution, a measured and planned experimentation in the concept of Virtual Schooling could not be in greater concert with the intent of the statute.

We have created the Village Green and were prepared to submit an application today. The plan has been created, with curricula, organizational structures, a unique governance system and a budget that works. Operating within the virtual learning sphere practically negates the most prohibitive cost for start up charters; facility funding. The school delivers to students of "choice and circumstance" technology, a community rich in human contact, expanded roles for teachers and a powerful curriculum.

However, the present zeitgeist of the charter school movement in RI is fraught with uncertainty and economic pressure. An application calling for the creation of a virtual school would make all other charters suddenly appear very mainstream, but at what cost? Our plan, although solid in every respect should better serve as a template to launch an initiative that is inclusive of larger constituencies.

It is in this spirit that we offer this intellectual property to be further developed over the next year as The Village Green Project. Utilizing the capacity of the League, over the next year we intend to create a document that has broader support and input. Therefore, please accept this notification of intent to apply for charter status for the Village Green, A K to 12 Virtual Public Charter School in the year 2002. As the year unfolds, we hope to work in concert with you to further explore this wonderful opportunity and to not only expand our vision of what a school is, but also to create a system that truly empowers each family to chart a course that is best for their child.

Sincerely,

Robert Pilkington Gary Davis

The Chartered Course; early spring 2002

The
Chartered Course
Leading new schools of thought.
VOLUME 2 NUMBER 1 • EARLY SPRING • 2002

A dissemination and technical assistance arm of Textron/Chamber of Commerce Academy - Providence's Public Charter School

Times² Academy's New Building *a Dream Come True*

In what stands as the greatest physical plant achievement in Rhode Island charter school history, Times² Academy has opened a beautiful, brand new and state of the art educational facility. The school which is located at 50 Fillmore Street in Providence is much more than just bricks and mortar. It is the long time dream of the "Dean of Dreams," Ralph Taylor, his board and the whole faculty and school community. Having spent the last three years at the old Saint Charles school on Harrison Avenue, the Times2 family must be delighted to finally offer optimum high tech educational services to their students. Being a school that concentrates on mathematics, engineering and technology and being housed in a pre-WPA building that was leased did not lend itself to the cutting edge education which the new building promises. The new facility will give the faculty and students the environment they need to lead and innovate into the 21st century. The school building is well thought out, aesthetically pleasing and future growth will not be awkwardly tacked on as Times²' needs grow. The building is visibly upgradeable and thoroughly modern. There is room for both a new gymnasium and the Children's Academy (Times²' elementary component) when those needs arise. The wiring and computer infrastructure is phenomenal and designed to be expandable and easily upgradeable as technology needs change. The school boasts a wonderful amphitheater that is corporate grade and is a true community asset. Congratulations to Times² and may the school grow and prosper in their new and wonderful home.

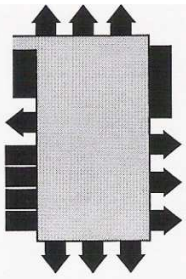
Textron/Chamber Charter School to be studied by University of Wisconsin at Madison

The Textron/Chamber of Commerce Charter School continues to draw attention from those outside Rhode Island. Last spring Textron was bringing its model to the Marriott Charter School in Washington, DC. This spring the school has been chosen as one of seven sites nationally to be studied by researchers from the Center for School and Work at the University of Wisconsin in Madison. A team of three will visit the school during the week of April 29, 2002. The researchers will run focus groups, conduct interviews with board members, faculty, students, parents and

THE CHARTERED COURSE is your Charter School information resource.
This is the 4th Chartered Course - For back issues email workprep@aol.com

Charter School's Instructional Lead Teachers Trained in U. of Pittsburgh's Principles of Learning

The Rhode Island League of Charter Schools has paid for Principles of Learning training through the University of Pittsburgh for the instructional heads of the active charter schools. Joining nine other districts, the League has enabled the schools to compete on par with the larger district's initiatives. Using the purchasing power of the collaborative, combined with grant writing efforts, the League has aided the charter movement by bringing these crucial principles to fledgling schools. As the charter movement continues to grow at a breakneck pace, jet-fueled by high parental satisfaction rates, the schools will be expected to perform better than their district peers. Giant leaps in student achievement while starting a school from scratch and getting it off the ground is a daunting task. With the help of the training through the University of Pittsburgh, the charters stand poised to tackle two extraordinary feats simultaneously; the establishment of unique governance/organizational structures and the creation of high performing public schools.



Village Green Project

On October 19, 2001, Corine Hadley, President of the National Association of State Boards of Education (NASBE) released the landmark policy paper entitled Any Time, Any Place, Any Path, Any Pace. This report outlined her organization's vision of the American educational system's transformation from the "one-room schoolhouse to the any-room schoolhouse."

The distance learning revolution that is about to emerge fits squarely into the principles and tenets found within the Rhode Island Charter School law. Charter schools are intended to be the vanguard, laboratories and an expression of the on-going and vital interest in the improvement of education. At this time and place in the development of the distance learning revolution, a measured and planned experimentation in the concept of Virtual Schooling could not be in greater concert with the intent of the statute.

The team of Robert Pilkington and Gary Davis, co-authors of the Textron/Chamber Charter School's charter document, have now pioneered The Village Green, a K-12 Virtual Charter School (VCS). The charter school application and delivered letter of intent to apply, was drafted in the fall of 2001 and targets families of both "choice and circumstance" who have chosen alternative schooling methods for their children. By revolutionizing the role of teacher, The Village Green VCS will place technology, curriculum, internet and visiting teachers to facilitate learning in the home and community. By eliminating the need for massive facilities funding the Village Green VCS will be able to devote a larger share of the school's funding directly to the charter school's families. If you are interested in joining the final draft/program review task force, please call Robert at Textron/Chamber, 456-1738.

Textron/Chamber Charter School Launches Hospitality Task Force

When Textron/Chamber partnered with Johnson and Wales University to "re-form" the Marriott Hospitality Charter School in Washington, DC, a residual effect was a new program initiative at Textron. Hospitality will soon be a career avenue for the students at Textron/Chamber to explore. By instituting real-life work readiness skills classes in the Lower School and concentrating on a small cohort of students who are leaning toward post-secondary training and eventually, management careers in the Hospitality industry, the students will gain paid experience in the field. Combining extended day classes taught by instructors from the industry and for-pay office placements with downtown hotels, the cohort of 6 to 10 students will be introduced to a fascinating career opportunity. Rick Tarantino and Carolyn Cooper of the JWU Development Office and Mike Timura of the JWU Office of Graduate Admissions were instrumental in the design work. Other notables brought to the table by Textron/Chamber's Operations Office and who assisted in the program design were Vince Saele of JWU, Bianca Gray of the Mayor's Office, Ramona Burton of the Providence Chamber and Allyson Hawkins of the RI Hospitality Association.

continued from page one...

business mentors, and shadow students to their afternoon work-for-pay job placements with Chamber members. The results will be published within the year and will be made public locally through Textron/Chamber School.

Additionally, the research study may be rewritten to be an article intended for popular magazine publishers. The "big win" for the school is in receiving an un-biased and objective study of the school's program and culture. How the feedback is used to refine and improve Textron/Chamber is the challenge and our mission as a school. Last year's SALT visit proved to be the impetus for tremendous introspection and programmatic refinement. However, the clear message here is that Textron/Chamber School truly embraces its commitment to be a charter school that serves a laboratory function.

ROBERT PILKINGTON, OPERATIONS OFFICER, TEXTRON/CHAMBER OF COMMERCE PROVIDENCE PUBLIC CHARTER SCHOOL

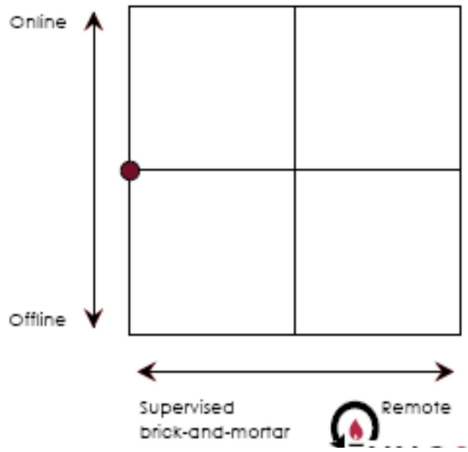
Carpe Diem Collegiate profile

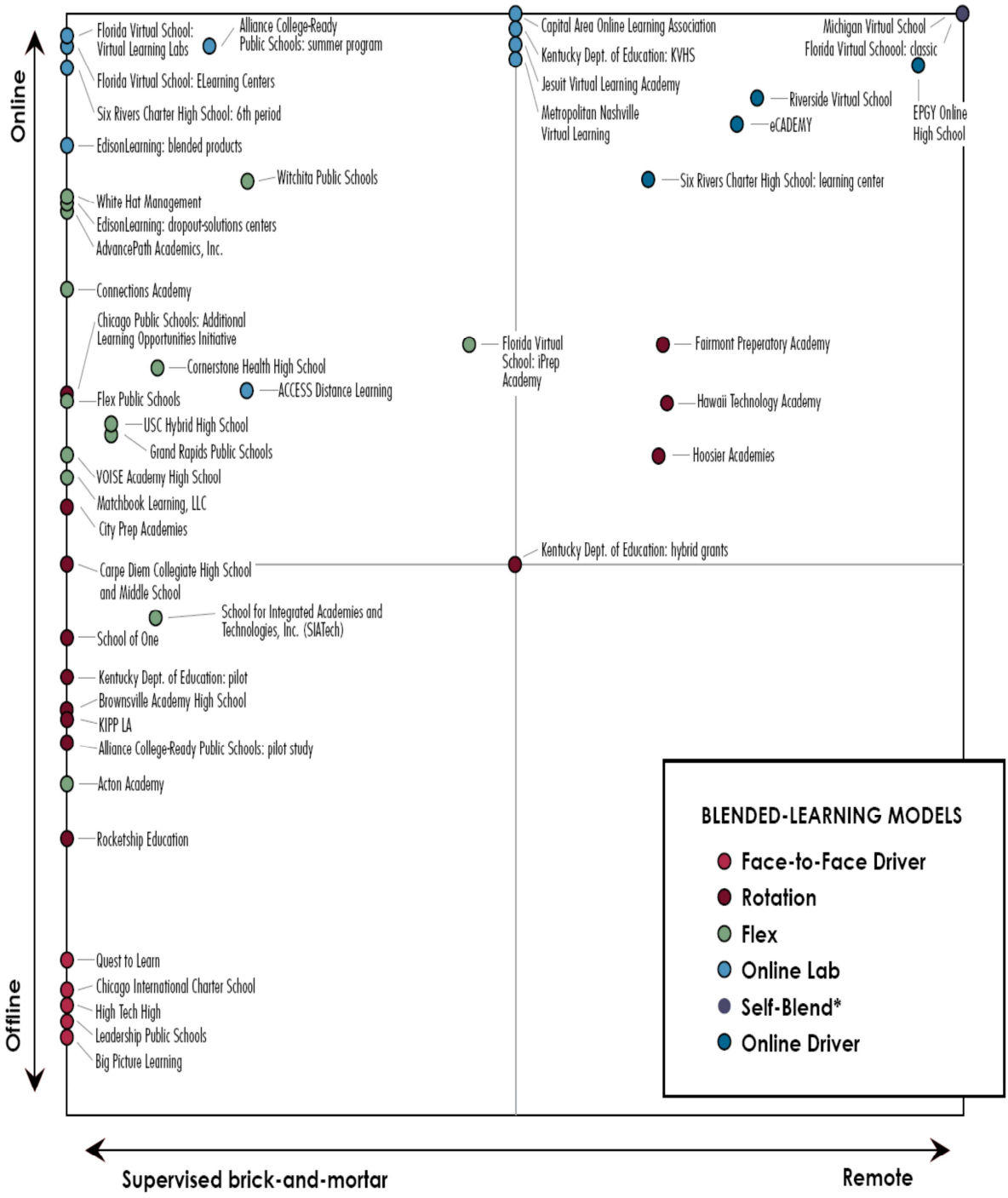
Carpe Diem Collegiate High School and Middle School (CDCHS)

Operator overview	
Operator	Carpe Diem
Operator type	CMO
Headquarters	Yuma, Ariz.
Focus	Urban
Grades served	6–12
% FRL	61% (CDCHS)
% Black or Hispanic	44.8% (CDCHS)
Public revenue/pupil	$6,639 (CDCHS)

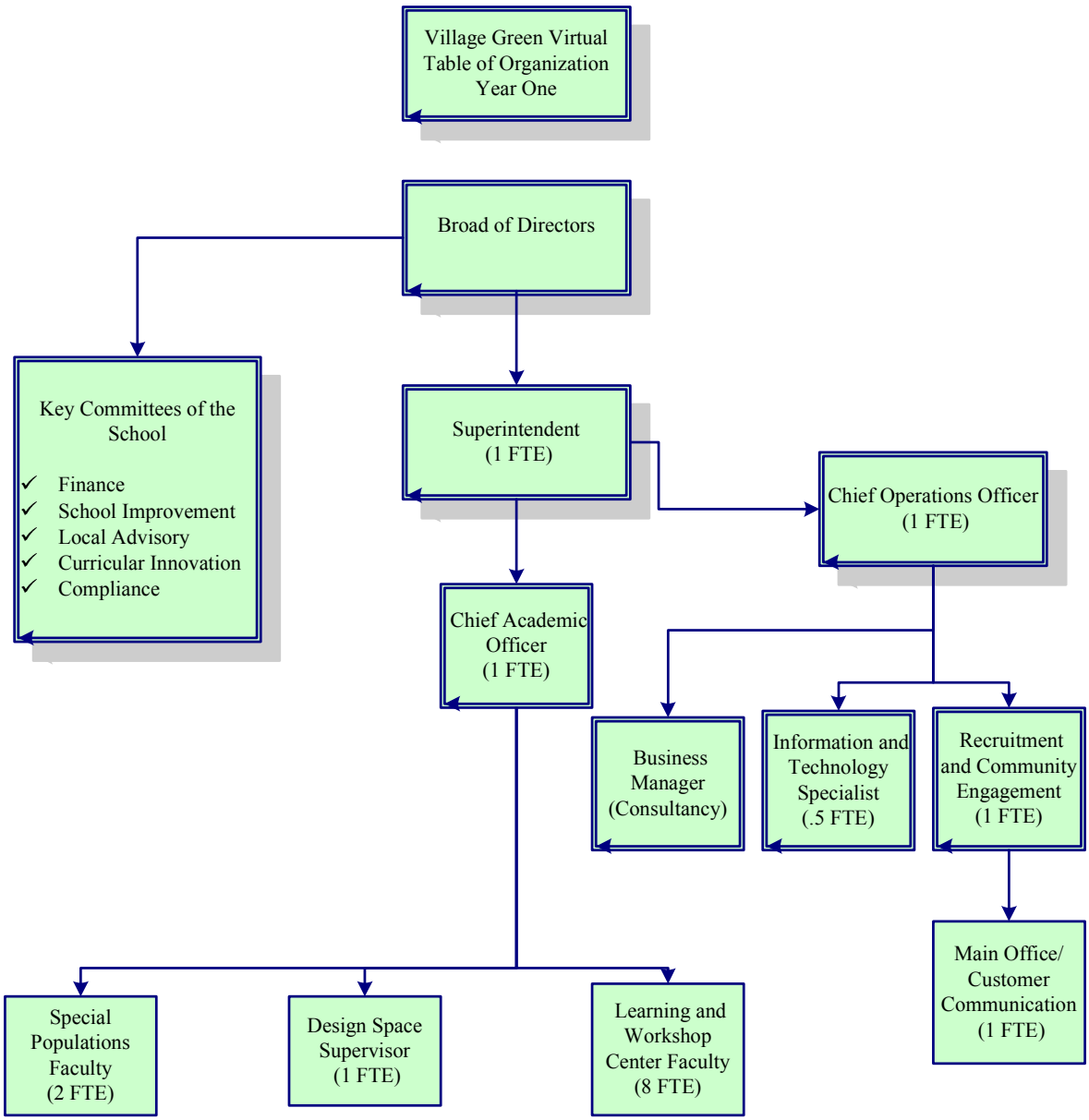
Blended program	
Blended grades	6–12
Enrollment	273
Blended subjects	Comprehensive
Content	e2020
SIS	PowerSchool
Independent LMS	e2020
Independent gradebook	PowerSchool
Independent assessment tool	Acuity
Link between LMS and SIS	Manual
Other tools	None
Notable results	*Businessweek* recognized CDCHS as one of the top high schools in America in its 2009 report, and *U.S. News & World Report* did the same in its 2010 report.

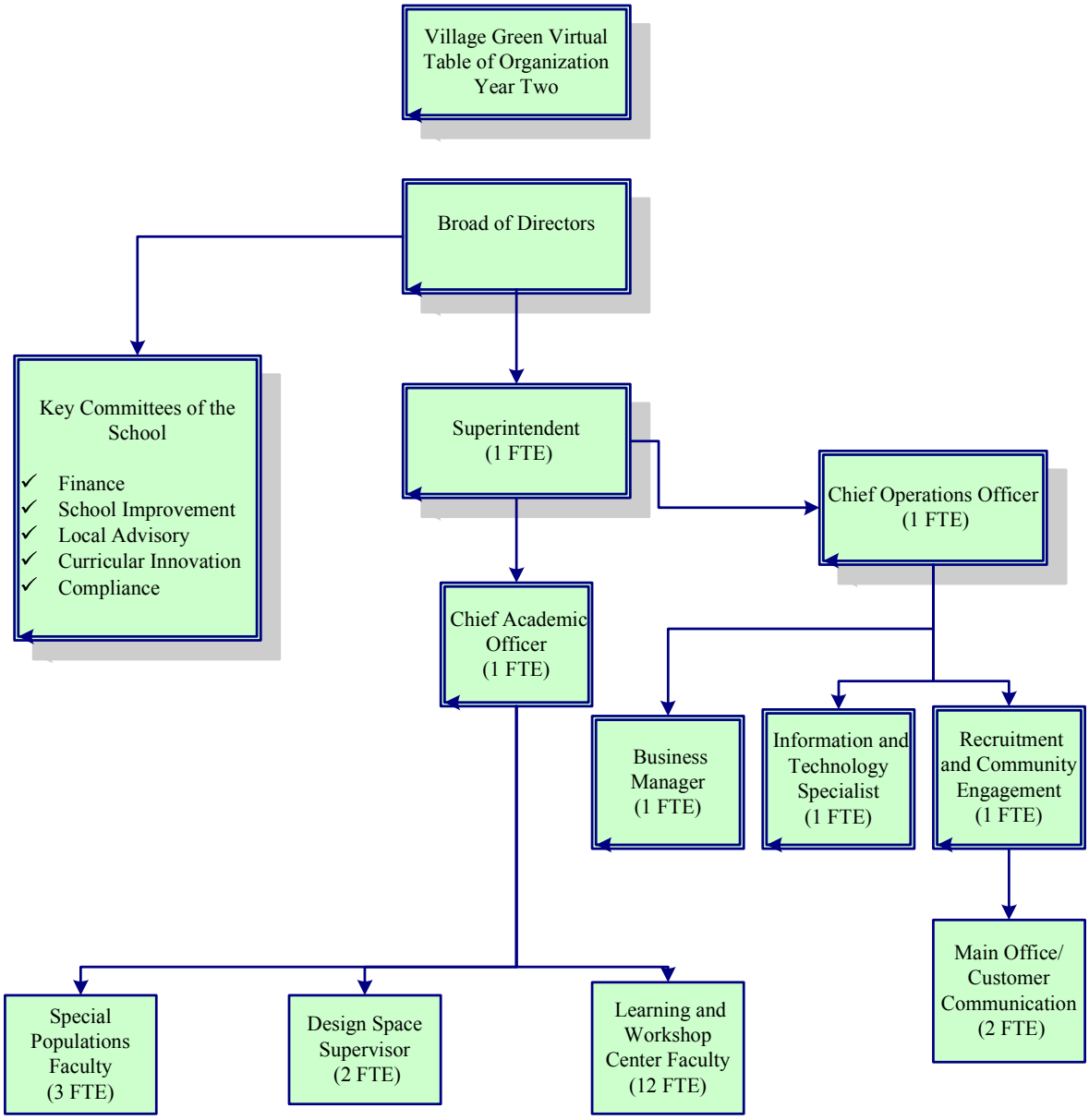
Program model	Model description
Rotation	55-minute periods, rotating from online for concept introduction and instruction to face-to-face for reinforcement and application. 2 to 3 rotations per day. 4 days of school per week, 8 a.m. to 4 p.m.

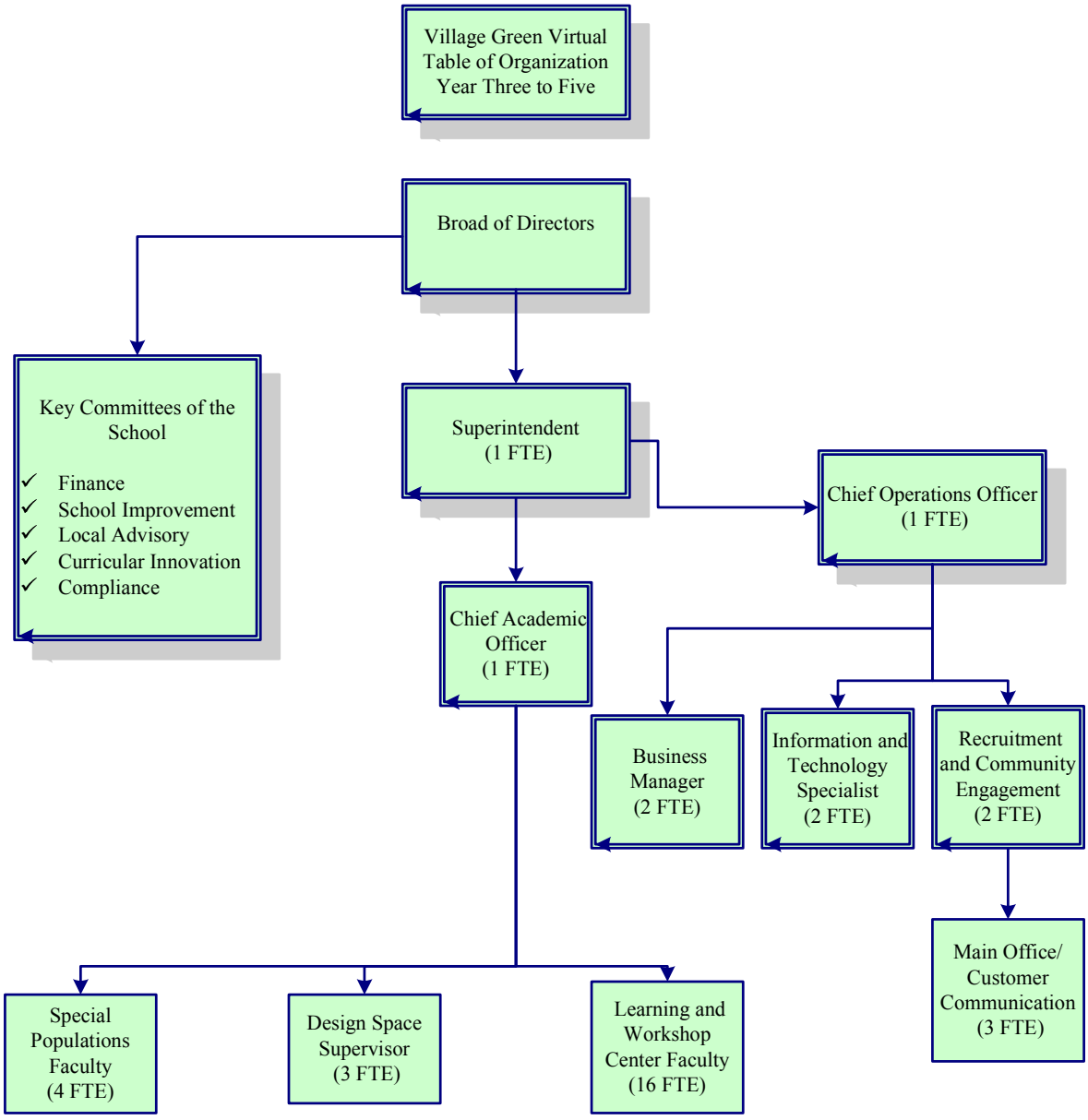



Online
Offline
Supervised brick-and-mortar
Remote
Florida Virtual School: Virtual Learning Labs
Alliance College-Ready Public Schools: summer program
Florida Virtual School: ELearning Centers
Six Rivers Charter High School: 6th period
EdisonLearning: blended products
Witchita Public Schools
White Hat Management
EdisonLearning: dropout-solutions centers
AdvancePath Academics, Inc.
Connections Academy
Chicago Public Schools: Additional Learning Opportunities Initiative
Cornerstone Health High School
Flex Public Schools
ACCESS Distance Learning
USC Hybrid High School
Grand Rapids Public Schools
VOISE Academy High School
Matchbook Learning, LLC
City Prep Academies
Carpe Diem Collegiate High School and Middle School
School for Integrated Academies and Technologies, Inc. (SIATech)
School of One
Kentucky Dept. of Education: pilot
Brownsville Academy High School
KIPP LA
Alliance College-Ready Public Schools: pilot study
Acton Academy
Rocketship Education
Quest to Learn
Chicago International Charter School
High Tech High
Leadership Public Schools
Big Picture Learning
Capital Area Online Learning Association
Kentucky Dept. of Education: KVHS
Jesuit Virtual Learning Academy
Metropolitan Nashville Virtual Learning
Michigan Virtual School
Florida Virtual Schoool: classic
Riverside Virtual School
eCADEMY
EPGY Online High School
Six Rivers Charter High School: learning center
Florida Virtual School: iPrep Academy
Fairmont Preperatory Academy
Hawaii Technology Academy
Hoosier Academies
Kentucky Dept. of Education: hybrid grants
BLENDED-LEARNING MODELS
Face-to-Face Driver
Rotation
Flex
Online Lab
Self-Blend*
Online Driver

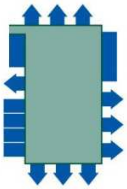
Tables of Organization for Years One through Three




Village Green Virtual Table of Organization Year Two
Broad of Directors
Key Committees of the School
✓ Finance
✓ School Improvement
✓ Local Advisory
✓ Curricular Innovation
✓ Compliance
Superintendent (1 FTE)
Chief Operations Officer (1 FTE)
Chief Academic Officer (1 FTE)
Business Manager (1 FTE)
Information and Technology Specialist (1 FTE)
Recruitment and Community Engagement (1 FTE)
Main Office/ Customer Communication (2 FTE)
Special Populations Faculty (3 FTE)
Design Space Supervisor (2 FTE)
Learning and Workshop Center Faculty (12 FTE)


Village Green Virtual Table of Organization Year Three to Five
Broad of Directors
Key Committees of the School
✓ Finance
✓ School Improvement
✓ Local Advisory
✓ Curricular Innovation
✓ Compliance
Superintendent (1 FTE)
Chief Operations Officer (1 FTE)
Chief Academic Officer (1 FTE)
Business Manager (2 FTE)
Information and Technology Specialist (2 FTE)
Recruitment and Community Engagement (2 FTE)
Main Office/ Customer Communication (3 FTE)
Special Populations Faculty (4 FTE)
Design Space Supervisor (3 FTE)
Learning and Workshop Center Faculty (16 FTE)

Administrative Job Description



The Village Green
Virtual Public Charter School

Position Specifications

TITLE: Head of School

QUALIFICATIONS:

1. Certification as a secondary school Superintendent
2. A minimum of a Doctoral Degree in Education
3. A minimum of five year experience in a charter school
4. Such alternatives to the above qualifications as the Board may deem appropriate and acceptable.

REPORTS TO: Board of Trustees

SUPERVISES: Staff members designated by the Board of Trustees

JOB GOAL: To use leadership, supervisory, and administrative skills so as to promote the educational development of each student.

PERFORMANCE RESPONSIBILITIES:

1. Establishes and maintains an effective learning climate in the school.
2. Initiates, designs, and implements programs to meet specific needs of the school.
3. Keeps the Board of Directors informed of the school's activities and problems.
4. Makes recommendations concerning the school's administration and instruction.
5. Prepares and submits the school's budgetary requests, and monitors expenditures of funds.

6. Supervises the maintenance of all required building records and reports.

7. Prepares or supervises the preparation of reports, records, lists, and all other paperwork required or appropriate to the school's administration.

8. Works with various members of the staff on school problems of more than in school import, such as transportation, special services, and the like.

9. Keeps the Board of Directors informed of events and activities of an unusual nature as well as routine matters related to the principal[1]s accountability.

10. Interprets and enforces policies and administrative regulations.

11. Maintains active relationships with students and parents.

12. Budgets school time to provide for the efficient conduct of school instruction and business.

13. Supervises the school's educational program.

14. Leads in the development, determination of appropriateness, and monitoring of the instructional program.

15. Programs classes within established guides to meet student needs.

16. Assists in the development, revisions, and evaluation of the curriculum.

17. Supervises the guidance program.

18. Maintains high standards of student conduct and enforces discipline as necessary, according due process to the rights of students.

19. Establishes guides for proper student conduct and maintaining student discipline.

20. Attends special events held to recognize student achievement, and attends school sponsored activities, functions, and athletic events.

21. Maintains and controls the various local funds generated by student activities.

22. Supervises the maintenance of accurate records on the progress and attendance of students.

23. Assumes responsibility for the attendance, conduct, and maintenance of health of students.

24. Assumes responsibility for his/her own professional growth and development through membership and participation in the affairs of national professional organizations, through attendance at regional, and national meetings, through enrollment in advanced courses, and the like.

25. Keeps abreast of changes and developments in the profession by attending State Department meetings, reading professional journals and other publications, and discussing problems of mutual interest with others in the field.

26. Supervises all professional, paraprofessional, administrative, and non-professional personnel attached to the school.

27. Supervises the recruiting, screening, hiring, training, assigning, and evaluating of the school's professional staff.

28. Supervises the school's teaching process.

29. Approves the master teaching schedule and any special assignments.

30. Orients newly assigned staff members and assists in their development, as appropriate.

31. Evaluates and counsels all staff members regarding their individual and group performance.

32. Conducts meetings of the staff as necessary for the proper functioning of the school.

33. Assists in the in-service orientation and training of teachers, with special responsibility for staff administrative procedures and instructions.

34. Recommends according to established procedures, the removal of a teacher whose work is unsatisfactory.

35. Makes arrangements for special conferences between parents and teachers.

36. Assumes responsibility for the safety and administration of the school plant.

37. Supervises the daily use of the school facilities for both academic and nonacademic purposes.

38. Plans and supervises fire drills and an emergency preparedness program.

39. Asserts leadership in times of civil disobedience in school in accordance with established Board policy.

40. Provides for adequate inventories of property under his jurisdiction and for the security and accountability for that property.

41. Supervises all activities and programs that are outgrowths of the school's curriculum.

42. Supervises and evaluates the school's extracurricular program.

43. Plans and leads Cabinet meetings, faculty meetings, and such other meetings as are required or appropriate.

44. Serves as an ex officio member of all committees and councils within his school.

45. Cooperates with college and university officials regarding teacher training and preparation.

46. Responds to written and oral requests for information.

47. Assumes responsibility for all official school correspondence and news releases.

48. Organizes and administers the public relations program for his school.

49. Delegates authority to responsible personnel to assume responsibility for the school in the absence of the principal.

50. Responsible to cultivate principles of morality as per Title 16.

51. Additional duties as assigned by supervisory leadership

TERMS OF EMPLOYMENT: As negotiated with the Board of Trustees

EVALUATION: In accordance with Evaluation System Protocols.

The Village Green
Virtual Public Charter School

General Duties - Teacher

This listing of Teacher Duties and Responsibilities serves to describe the expectations for teachers in addition to and concert with the expected teaching practices as outlined in the Village Green Faculty Practices Guide.

A. Follows professional practices consistent with school and system policies in working with students, students' records, parents, and colleagues

1. Demonstrates high degrees of proficiency in communication and interpersonal skills as they relate to dealings with students, parents, other teachers, administrators, and other school personnel

2. Prioritizes availability to students and parents for conferences according to system policies both as a teacher and advisor

3. Facilitates home-school communication by such means as holding conferences, telephoning, and sending written communications (email)

4. Maintains confidentiality of students and students' records

5. Works cooperatively with school administrators, special support personnel, colleagues, and parents

6. Has highly developed computer skills with regard to e2020, Digication and Office.

B. Complies with rules, regulations, and policies of governing agencies and supervisory personnel

1. Complies with state administrative regulations and Board of Trustees policies

2. Adheres to school procedures and rules as outlined in the Employee Handbook

3. Conducts assigned classes and attends meetings at the times scheduled

4. Enforces regulations and provides timely documentation concerning student conduct and discipline

5. Demonstrates timeliness and attendance for assigned responsibilities

6. Provides adequate information, plans, and materials for substitute teacher

7. Maintains accurate, complete, and appropriate records and files reports promptly

8. Attends and participates in faculty meetings and other assigned meetings and activities according to school policy

9. Complies with conditions as state in contract

C. Demonstrates professional practices in teaching

1. Models correct use of language, oral and written

2. Demonstrates accurate and up-to-date knowledge of content and content standards

3. Implements designated curriculum

4. Maintains lesson plans as required by school policy

5. Assigns reasonable tasks and homework to students

6. Participates in professional development opportunities and applies the concepts to classroom and school activities

D. Acts in a professional manner and assumes responsibility for the total school program, its safety and good order

1. Takes precautions to protect records, equipment, materials, and facilities

2. Assumes responsibility for supervising students in out-of-class settings

3. Demonstrates appropriate personal contact while in performance of school duties

E. Assumes a role in meeting the school's student achievement goals, including academic gains of students assigned to the teacher

1. Participates in data interpretation of both school-wide formative and summative assessments.

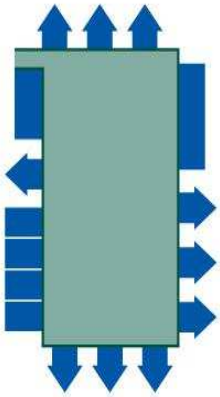
2. Participates in Curricular Mapping Exercises and Common Planning Time

3. Aligns all instructional and assessment plans to GSEs and Common Core Standards

4. Actively uses technology, exhibitions and individual and group projects in every class.

5. Maintains web based page for classroom communication and posting of assignments

6. Faithfully participates in mapping activities regarding curricular practices



The Village Green

Virtual Public Charter School

Manual on Financial Management, Purchasing and Internal Controls

Written by: Robert Pilkington, Ed.D.

February 25, 2012

Objective

This manual is designed to set in place policies and procedures for the management and disbursement of funds at the Village Green Charter High School. Understanding that The Village Green is a small school (and an organization made up of few administrators, a part-time or consultant business manager and a volunteer board) mandates an efficient system be in place so that unimpeded progress is made in the planning, execution and implementation of the school's program on a day to day basis. The policies and procedures in place must be systematically streamlined and clear so that a balance between effective segregation of duties and common sense procedures can be maintained easily.

Components of the manual

The basic components of this manual are:

1. Executive summary
2. Banking relations
3. Key individuals
4. Internal controls summary
5. Financial management policy
6. Cash receipts policy
7. Disbursement procedure
8. Petty cash procedure
9. Purchasing procedure

Executive Summary

The Village Green faces three distinct financial management challenges within the timeframe of spring 2012 and June 2013. During that timeframe this financial organizational plan will have to be set in motion and execute operations.

The first phase is the publishing of this Manual on Financial Management, Purchasing and Internal Controls. This current manual is patterned after manuals written by the author for other charter schools namely the Textron/Chamber of Commerce Academy, The Potowomut Elementary Charter Application, The RINI Middle College and the Beacon School where it has been extensively used and refined. By codifying clearly the duties, processes and procedures for financial functions the school will begin operations with a firm foundation.

Secondly, as the school moves to open, it must continue to hire and contract with individuals experienced in charter school finance. The Budget sub-committee of the Board will be a key priority upon attaining a full board complement. The choice of Certified Business Manager to oversee day-to-day will be critically important and they must be well versed in UCOA. Likewise, the school's auditing firm must be oriented to

performing the UCOA Compliance audit as part of the annual auditing process. Since Sage is the preferred software for UCOA by the state's charter school the Village Green must also purchase and use this tool. Training will have to take place for employees such as secretaries (who receive goods, handle packing slips and open mail) and teachers (who handle field trip funds and fill out purchase orders). The building of the operation will be evolving yet helped by clarity of expectation.

Thirdly, the Village Green needs to begin to develop a sophisticated system of development and support to ensure that the school is the recipient of all available grant and foundation funding available to this unique venture. The Village Green stands at a unique crossroads where alternative public education and technological innovation sectors converge. The opportunities for grants from both the educational and Tech sides of the house are worthy of a substantial Alliances and Philanthropy division. It also goes without question that the school must always operate in a financially sound manner and continue to build a positive position on both cash and an accrual basis. It is the Chief Executive's mandate that on-demand projections and status reports of current spending to budget positions, cash flow analysis and projections on how rising salaries, future occupancy costs and future student growth will affect the school's solid financial position must be continual and ongoing.

The overarching goal of this initial manual is to guide the school in the in the execution of a fiscal infrastructure that will serve to balance internal controls, procedures and policies required by a public school district with the needs and capacity of a small business.

Banking Relations

Using the school's EIN (or 501c3 number), key The Village Green individuals are signatories on the school's bank accounts. The accounts opened are:

1. Business checking account for disbursement of funds
2. Savings account for the deposit of Federal, state and local funds
3. Savings account for restricted private funding and gifts
4. Savings account for school lunch proceeds

Bank Credit or debit cards that have low balance allowances, low (if any) fees and no interest when the balance paid in full are available if board approved for officers and key individuals who are contractually obligated to travel or required to make online purchases. At no time will debit cards with PIN numbers that can be used at ATMs be allowed by school practice or regulation.

Key Individuals

Key individuals are those that have signatory rights to the school's accounts. This list can, at the discretion of the officers, extend to members of the school community such as organization presidents or treasurers. However, the primary key individuals are:

- Full time administrators
- Board President
- Board Treasurer

Internal Controls Summary

The Village Green has made tangible and serious policies to ensure that no single individual is responsible for writing and signing checks and receiving, recording and depositing funds, and depositing cash and other receipts. In place will be a segregation of duties and oversight by management and the Board. All disbursements require formal approval and all disbursements have supporting invoices and documentation.

In-house media (PO forms, use of credit card form, reimbursement forms, etc.) have been developed.

How items are purchased:

- Teacher or staff member makes request for materials, supplies or trips in writing to the CEO via the Purchase Order template
- CEO reviews the request, asses it budgetarily and modifies it if needed
- Purchase order is processed by admin or office staff (fax, online or mail)
- All this documentation is forwarded to the business manager for filing
- At least three bids are needed for purchases over $5,000 or unless the item(s) to be purchased appear on the State of RI/RIDE Master Purchase Agreement

When goods arrive:

- Shipments are received by the main office and contents are reconciled against the packing slip
- Packing slip is forwarded to the business office for filing, material is forwarded to requester

Invoicing and payments:

- Mail is opened and date stamped received by the secretary in the main office
- Invoices are forwarded to the business office for processing.
- Invoices to be paid are assembled by the bookkeeper and presented to the CEO or Treasurer in an orderly fashion with a cover sheet listing all invoices, their amount and a place for management initials for every invoice.
- Checks are produced
- Checks are presented to the CEO or Treasurer for signing
- Non-recurring and non-budget specific checks exceeding $5,000 are dually signed by the CEO and a key individual authorized by the board
- The main office processes the envelopes for mailing

Recording cash receipts and oversight of the reconciliation report

- In-house cash receipts are kept for misc. activities and from the lunch program. The majority of the school's funds are in the form of checks from sending districts or wired transfers from the state
- Prior to depositing, funds are recorded received daily on a spreadsheet by the Business Manager
- These funds are locked in the a lockbox until the settlement sheets can be reviewed and processed by the business manager
- Business manager affixes their signature to the settlement sheets verifying the reconciliation between the amounts listed on the settlement sheet and the actual amount of cash held
- Bank deposits are made by the business office or a key individual
- Bank reconciliations are reviewed in detail, not simple summary, by the CEO on a monthly basis

Financial Management Policy

1. The Village Green Charter School will maintain its accounting records using fund accounting and the modified accrual basis of recording revenue and expenditures.

2. An annual independent financial audit of the school's records will be conducted in accordance with our contract with the Board of Regents. There will also be an annual UCOA compliance audit.

3. One to three-year budgets will be created and maintained. These budgets will support the school's mission and stated goals. To that end these budgets must:

a. Contain enough detail to enable reasonably accurate projections of revenues and expenses, separation of capital and operational items, cash flow, and subsequent audit trails.

b. Solvency – expenditures must be planned in a way so that they equal or are less than anticipated revenues.

c. Be in line with board-stated priorities.

4. Fixed assets will be acquired and disposed of only upon proper authorization, and will be adequately safeguarded and insured to their replacement value. Assets worth more than $5,000 will be properly recorded with the business manager and be part of the school's IRS 990.

5. The school will establish and adhere to a set of effective internal accounting controls which require good accounting practices.

6. The school will operate in a manner which insures its long-term financial strength:

a. The school will operate in the black.

b. Cash will be managed in a way that ensures maximum liquidity, and safety.

c. Restricted contributions will be used only for the reason the donations were given.

d. Restricted fund balances will not be used for operations.

e. Payroll and other debt obligations will be paid in a timely manner.

7. The school will report its information in UCOA format at the end of the fiscal year or at any other interval as requested by a regulating agency such as RIDE or the OAG.

Miscellaneous Cash Receipts Procedures

1. Any money turned into the business manager or office by any teacher, PTO official, family or staff member must be accompanied by a form signed by the depositor stating the amount being turned in

2. The form and money are deposited with the Business or Operations Manager

3. The Business or Operations Manager verifies the amount turned in and signs the form to verify receipt

4. The Business or Operations Manager secures funds and prepares the deposit for the bank

Disbursement Procedure

1. Checks are prepared no less than once a week

2. Checks are prepared by the bookkeeper or Business Manager

3. Checks are prepared for all current obligations for which there is proper documentation of approval:

a.) For checks to individuals, there must be an approved purchase requisition, and a check request with a different approved signature than that which appears on the requisition

b.) For checks to companies, there must be an approved purchase requisition, and

an invoice with a different approved signature than that which appears on the requisition

c.) For various ongoing items (such as utilities and periodic billings on previously approved obligations) there must be an approved signature on the invoice

4. Checks are then signed by the CEO.

5. In order to prevent situations where a signatory is unavailable and circumstances require a check to be signed immediately, the following order should be followed; Administrators, Treasurer, President any of the other officers on the Board who are registered with the bank as a signatory. Under no circumstances may the Business Manger sign checks.

6. Nonrecurring or budget non-specific checks exceeding $5,000 require two authorized signatures

7. Once the checks are signed, they are given directly to the Business Manager to distribute to office staff to be processed and mailed.

Petty Cash Procedure

1. Petty cash not to exceed $300 is kept on hand in the office for small purchases that need to be made when circumstances are such that following the normal purchasing procedure cannot reasonably be done

2. The petty cash is held and kept track of by the Business or Operations Manager

3. All cash that is given out is documented by a receipt signed by the receiver

4. Once a purchase is made, all supporting receipts and, if necessary, any change are returned to the Business or Operations Manager who records the transaction in a separate ledger

5. When cash is taken out, the receiver must turn in supporting receipts or return the cash within one week

6. If cash on hand gets low, the Administration prepares a request to replenish the cash up to $300

7. This request is given to the Business Manager who prepares a check for the proper amount, has it signed by the Treasurer of the Board, and cashes the check at the bank

8. The cash is brought back and given to the Administration who reconciles the amount received with the amount requested

9. Once a month, when the bank statements are received, the petty cash account ledger and receipts are posted and reconciled to the General Ledger by the Business Manager.

Purchasing Procedure

1. Fill out Purchase Order form

2. Obtain necessary signature on the PO and turn it in to the Business Office or main office for faxing or processing

3. The Business Manager holds the original copy of the PO

4. When the order is received and double checked for accuracy, the receiver signs the packing slip and marks it "received" before returning it to the Business Office for further and additional processing.

Emergency Procedures Manual

BEACON CHARTER
SCHOOL FOR THE ARTS
Art · Culinary · Drama
TO BE AN ARTIST IS TO BELIEVE IN LIFE

August 2011

Contents

Listing of personnel	3
Location of Utility shut off valves	4
Code descriptions	4
Shelter in Place plan	5
Fire drill plan	9
Bomb threat plan	9
Medical emergency plan	11
Weapon threat plan/lockdown	11
Intruder in the building plan/lockdown	11
Storm and fast storm emergencies	12
General rules for foyer entrance and visitors	12
Questions to ask when a bomb threat is called in	13

Members of the School Response Team

Name	Position	Phone	Placement
Robert Pilkington	Principal	401.378.7007	Centrally located
Tina Go	Admissions	401.623.0643	
Robin Murphy	Dean of Students		
Debbie Jarvis	Secretary		
Mary Hoyle	Nurse		
Michael Skeldon	Academic Dean		
Carolyn Taylor	Special Ed. Admin.		

Teachers, Staff and Admin List

Robert Pilkington, Principal/Supt.	4th floor
Tina Go, Admissions/Student Support	1st floor
Robin Murphy, Dean of Students	1st floor
Michael Skeldon, Academic Dean	4th floor
Carol Mowry, Foreign Language	4th floor
Carolyn Moseley, Visual Arts	3rd floor
Carolyn Taylor, Sped Admin.	2nd floor
Dawn Souza, Dramatic Arts	3rd floor
Peter Boland, English	3rd floor
Jennifer Wall, Humanities	2nd floor
John Butler, Mathematics	4th floor
Carrie Appel, English/Literacy Coach	3rd floor
Mary Hoyle, RN, School Nurse Teacher	1st floor
Ann Brockmann, Inclusion Specialist	2nd floor
Nicholas Jzyk, Chef Instructor	1st and 4th floors
Jason LeClair, Artist in Residence	3rd floor
James MacDonald, Social Studies	2nd, 3rd floor
Debbie Jarvis, School Secretary	1st floor
Suzanne Russell, School Based Coordinator	4th floor
Mellissa Riccio, Chef Instructor	1st and 4th floors
Reading Specialist	4th floor
Jessica Waters, Science	2nd floor
Dana Guadagno, MS Office and Business	4th floor
William Connell, Inclusion	All floors
Maura Gorham, Inclusion	All floors
Larissa Perkins	3rd and 4th floors
Uriah Donnelly	4th floor

Location of utility Shut-offs

Electrical Service:	Basement front right (Church St. corner)
Natural Gas Shut-off:	Basement front right (Church St. corner)
Ventilation System:	Various points all floors
Heating System:	Thermostats on all floors
Water Shut-off Valves:	Basement front right (Church St. corner)

Code Descriptions

Shelter in Place	Purple
Fire	Red
Bomb Threat	Blue
Weapons	Orange
Intruder/Lockdown	Green
Teacher in trouble	Yellow

Shelter-In-Place Plan
CODE PURPLE

In the event of a meteorological, chemical, biological, or radiological event, either accidentally or intentionally contaminating the outside air, the staff and students will seek shelter in a designated area that will maximize their safety. The following plan will be activated if needed.

- The principal will inform all staff, students, and visitors to report to the designated areas-second and third floor hallways. **(Code Purple)**
- Students or personnel who are outside should be brought in immediately.
- Students, all personnel, and visitors will file into hallways with hats, coats, gloves, and general belongings and be seated along the walls with heads covered by arms if danger of explosion.
- Teachers will close classroom windows and bring class rosters to hall and account for all students.
- If necessary advise people to cover their noses and mouths with wet paper towels.

- Electrical, gas, heating, and ventilation, systems will be shut down by designated personnel: custodian and/or admin.
- Radio turned on to the Emergency Alert System (EAS) station for further information and guidance.
- Wait for all clear signals from the emergency response authorities.
- Student and staff emergency numbers, a copy of the school disaster plan and a portable phone should be brought to the shelter by the school secretary.
- All people must remain in safe areas until further notified by the principal or emergency responders. No one will be allowed in or out of the building. The estimated time for remaining sheltered in a place is three hours.
- Essential supplies will be stored in a safe area. Essential supplies will include:

  Duct tape
  2 battery operated radios
  6 flashlights
  Extra batteries
  Paper towels/tissues
  2 first aid kits
  Water-plastic cups
  Blankets
  Two first aid kits

Shelter in Place Duties
Principal

Make an announcement over the PA system

- "Staff, we are going into a shelter-in-place (code purple). Please close all windows, doors, and shut off lights.
- Everyone is to immediately report to the designated areas on their floors, with their coats.
- All teachers bring your emergency plans and class rosters with you.
- "Any staff or personnel near exits, call all personnel, students and visitors into the building."
- "All rooms immediately report to your designated area in your respective corridors quietly and in an orderly fashion."

THEN:

- Report to the Foyer and check front entrance for any personnel, visitors, students.
- Direct them into the nearest shelter in place area
- Monitor office, Foyer/ 1st floor

Shelter in Place Duties
Teachers

When a shelter in place order is issued, teachers shall:

- Close all windows and doors
- Turn off lights
- Call all student and personnel that you see outside into the building**.**
- Take disaster plans, emergency cards, identification, coats and general belongings**.**
- Check classroom bathrooms.
- Direct students to the respective corridors with the coats and seat them as planned and take attendance.
- Confirm with the second floor Response Team Member (resource teacher), that all employees and students have entered their designated corridors (approximately three minutes after the announcement.)
- Cover doors with plastic and duct tape.
- Keep the students calm and quiet.
- When the "All Clear" is announced, immediately remove the tape and plastic from the doors.
- Before exiting the building, attendance must be taken and all students accounted for and present.
- Go outside to the pre-arranged meeting area (Fire Drill areas) and take student attendance. Let the secretary know if someone is unaccounted for.
- When the building is thoroughly ventilated and you are instructed to return by the Principal return to your classroom and take student attendance.
- Students are to stay in classroom
- Students will be dismissed, over the intercom, by homerooms one at a time.

Shelter in Place
Support Staff

When a shelter in place order is issued, the teachers w/o classroom assignments at that time shall:

- Close all windows and doors.
- Assist classroom teacher in evacuating students to the designated corridors.
- Take identification and all general belongings.

- Close all corridor exit doors.
- Assist in sealing all doors/windows with plastic and duct tape.
- When the "All Clear" is announced, immediately open the doors.
- Go outside to the pre-arranged meeting area and check in with the secretary.
- When the building is currently ventilated and the principal has instructed returning to the building, return to the classroom.

Shelter in Place Duties
Secretary

When a shelter in place order is issued, the secretary shall:

If the principal is not available to make the announcement, the secretary announces:

- "Staff, we are going into a shelter-in-place (code purple). Please close all windows, doors, and shut off lights."
- Everyone is to immediately report to the designated areas on their floors, with their coats.
- All teachers bring your emergency rosters with you.
- "Any staff or personnel near exits, call all personnel, students and visitors into the building."
- "All rooms immediately report to your designated area in your respective corridors quietly and in an orderly fashion.

  THEN:
  - Locate a cell phone
  - Have available the following
    Disaster plans
    Daily attendance
    Emergency cards
    Visitor log/sign in
    Student sign in/out sheet
    Staff signs in/out sheet
    Identification and belongings
    - Determine visitor/personnel that need to be accounted for and radio response team members for verification that everyone is accounted for.
    - Contact authorities and notify them of the number of people that are sheltered in at the school and where they are in the building.
    - Set up weather radio.
    - Monitor communication-listen for official announcements from local authorities.

- When the "All Clear" is issued, take the sign in sheets, two way radio, and phone and proceed to a pre-arranged meeting area outside the buildings.
- When the "All Clear" is issued, take the sign in sheets, two way radio, and phone and proceed to a prearranged meeting area outside the building.
- Account for personnel and visitors using sign in sheets. Report any discrepancies to the principal.
- When the building has been ventilated, return to the building with sign-in sheets and two way radios.

Shelter in Place Duties
Nurse

When a shelter in place order is issued, the nurse shall:

- Close all windows, turn off lights and air conditioning in the office.
- Set up emergency medical supplies.

Shelter in Place Duties
Custodian

When a shelter in place order is issued, the custodian shall:

- Immediately turn off all air handling equipment (HVAC)
- Hang the "SHELTER IN PLACE IN EFFECT-NO ENTRY" sign and go to the front door of the school building.
- Stay in the foyer and after 3 minutes have passed, lock the front doors.
- Cover necessary doors and windows with duct tape.
- Remain in the office until the "All Clear" is announced.
- Once an "All Clear" announcement is made, proceed to turn on all air handling equipment (HVAC).
- Unlock front door, take sign down, prop doors open.
- Go to the pre-arranged meeting area outside and check in with the secretary.
- Once the building has been completely ventilated and the principal has instructed people to return to the building, close and lock the front door and put sign away.

Shelter in Place Duties
Chef

When a shelter in place order is issued, the kitchen and lunch monitors shall:

- Close and lock all windows in the kitchen and cafeteria.
- Turn off ventilation system, kitchen equipment and lights.
- Close all doors.
- Leave all lunch trays on tables.
- Direct students to their respective corridors with their coats (the corridor nearest to their classrooms).
- Check immediate exits and call everyone into the building.
- Check the following areas and turn off the lights: kitchen, dining area, and bathrooms
- Take disaster plans, identification, coats and belongings and any visitors and report to the hallway on the first floor.
- Remain in the corridor until the "All Clear" is announced. Immediately go, with any visitors outside to the pre-arranged meeting area and check in with the secretary.
- After the building is thoroughly ventilated and the principal has instructed to reenter, return to the kitchen/cafeteria.

FIRE PLAN
CODE RED

BOMB THREAT PLAN
CODE BLUE

IMMEDIATE EVACUATION

- CELL PHONES AND TWO WAY RADIOS ARE NOT TO BE USED BY ANYONE NOT ACTING IN AN OFFICIAL CAPACITY! Students who use cell phones during a bomb threat may be suspected of contacting the threat maker with a report of the school's activities (for instance: Are the kids in or out of the building? Are there police and fire there yet? Did the principal evacuate everyone? Where are all the kids now?).
- Do not use exits that must bring you by the parking lots.
- See bomb threat list – it should be filled out by person taking the call if threat comes in by phone.
- In case of a prolonged evacuation or BOMB THREAT students and staff will file out of the building and walk to designated areas on or off school grounds.
- In a BOMB THREAT, all book bags must be taken out of the building and carried by the student/owner
- In a BOMB THREAT, exit via the rear 2nd floor loading dock door, proceed up the hill to the top of the street, go around the block, down Federal St., across Main St. and continue to the rear of the Stadium Theatre. The theater will be opened by

Beacon personnel with keys and alarm codes to the theater and students will file in and reassemble with their teachers and their classmates.

- Copies of emergency plans, personnel and student emergency records, attendance and daily sign-out sheet will be brought by the school secretary.
- Teachers will bring class lists and immediately escort students out of the building to designated area.
- All support personnel who are at Beacon Charter High School should assist as needed.
- Designated personnel, with assistance from school department personnel, will answer parental concerns and assist in the dismissal of the children if necessary.
- The principal will remain at designated command post with officials.
- In the event of an offsite evacuation the secretary will contact the Principal. The Principal will decide if and when to call local radio stations that need to be informed of the type of emergency and be requested to make appropriate announcements. Radio stations will describe the evacuation plan and where and how parents may pick up their children.

  Message to radio stations:
  Beacon School has evacuated the students and staff. They are relocated off school grounds to Stadium Theatre. Parents may pick up their child at the rear of the theater on Federal St. Parents are to enter at the rear parking lot door of the Stadium Theatre, give their name, an ID, such as license and their child's name to the school personnel waiting at the door. Your child will be located and brought to you. Nobody will be allowed to dismiss a student if his or her name is not on the emergency form.

OFF PREMISES EVACUATION PLAN

Move to new location due to power failure or gas leak or other emergency

- All students, visitors, and personnel, will file out of the building with hats, coats, and gloves and walk to new location (Stadium Theater)
- Secretary will bring a copy of disaster plans, attendance, and student personnel emergency sheets.
- Follow the plan on the page before.

FIRE DRILL CODE

- Every Drill is to be regarded as a real fire.
- Drills can take place at any time.
- The signaling device must be heard in all parts of the building and shall be used only for fire drills.
- Students who need assistant shall be escorted from the building.
- The Secretary is Responsible for taking the emergency forms with him or her.

- Restrooms must be checked by the nurse
- Teachers should close doors and windows.
- Teachers are responsible for taking their class rosters with them.
- Teachers should leave the building with their classes.
- Students must not run during a fire drill.
- Classes should go to their designated outside areas.
- Designated areas must be away from the building, in a safe place out of the path of a fire apparatus.
- Teachers must take attendance once their classes have lined up outside.
- Students may return to the building once the all clear is sounded.

SCHOOL EXITS FOR FIRE DRILL

- The office, and Nurse's office will proceed to the foyer and exit out the front doors and go to the Municipal Parking Lot.
- Culinary and the cafeteria will proceed to exit the front door to the Municipal parking lot on the left.
- Other areas are to follow the exit plans as posted in each room.

MEDICAL EMERGENCY PLAN
CODE WHITE

Procedure to follow:

- Do not move the victim.
- Notify the office immediately. The secretary or principal should announce code white over the intercom with information about location of emergency.
- The nurse and/or Dean of Students will proceed to the scene.
- Teachers should monitor the students and keep them in the classrooms if possible.
- Appropriate personnel should be notified as needed: principal, school psychiatrist, janitor or rescue.
- The nurse will determine if a parent or rescue need to be called.
- The nurse will complete an accident report and submit it to the principal

LOCK DOWN

WEAPON THREAT
CODE ORANGE

INTRUDER IN THE BUILDING
CODE GREEN

- Lock down is announced over PA and if possible with information on location of emergency.
- Plan is self-activated by all personnel if gunshots are heard. PA announcement need not be heard in order for teacher to react.
- Shut and lock all classroom doors and windows.
- Pull shades and cover door windows with paper if possible.
- File students into an area of the room away from all doors and windows, crouch low on the floor behind teacher's desk, against far walls or under student's desks or tables.
- No one is to leave their classrooms until notified.

TEACHER IN TROUBLE
CODE YELLOW

- A code yellow is called into office over PA stating location of problem.
- Code yellow is announced on PA.
- Principal immediately reports to teacher in need.
- Designated personnel (Deans, Operations, school nurse, psychiatrist, physical education teacher) will meet principal to assist.
- Proper authorities and/or rescue personnel will be contacted as needed.

FAST STORM SHELTER
(Wind storm, tornado, and hurricane)

Students, all personnel and visitors, file into the hallways or each corridor and sit against the walls with their heads tucked and covered with arms. Use disaster boxes if needed after danger has passed.

STORM SHELTER
(Blizzard)

Students, all personnel, and visitors stay inside the building in the classrooms or cafeteria. Use disaster boxes if necessary for comfort and safety. Secretary obtains a list of visitors and their emergency contact numbers. The authorities are contacted and notified who is at the school and their locations.

****ALL DOORS ARE TO BE LOCKED DURING THE SCHOOL DAY. ONLY SCHOOL PERSONNEL MAY OPERATE CAMERA MONITOR AND ENTRANCE SIGNAL.

***ALL VISITORS MUST OBTAIN A VISITORS PASS FROM THE MAIN OFFICE. IN CASE OF AN INTRUDER IN THE BUILDING, NOTIFY THE OFFICE IMMEDIATELY.

General Questions to ask in a bomb threat

When is the bomb going to explode?

Where did you put the bomb?

What does the bomb look like?

When did you put it there?

What kind of bomb is it?

What will make the bomb explode?

Did you put it there?

No Yes

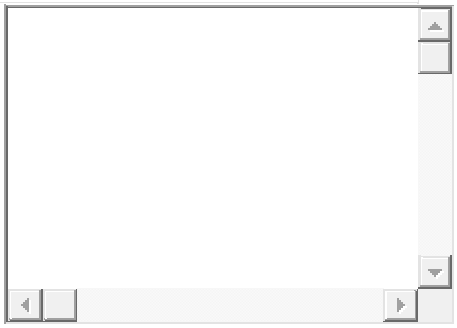
Why did you place the bomb?

OTHER QUESTIONS TO ASK

What is your name?

Where are you?

What is your address?

Exact wording of threat: 

CALLER'S VOICE

Accent (specify):

Any impediment (specify):

Voice (loud, soft, etc):

Speech (fast, slow, etc):

Diction (clear, muffled, etc):

Manner (calm, emotional, etc):

Did you recognise the caller?

If so who do you think it was?

Was the caller familiar with the area?

THREAT LANGUAGE

Well spoken:

Incoherent:

Irrational:

Taped:

Message read by caller:

Abusive:

Other:

BACKGROUND NOISES

Street noises:

House noises:

Aircraft:

Voices:

Music:

Machinery:

Other:

Local call:

STD:

OTHER

Sex of caller:

Male Female

Estimated Age:

Duration of call:

Caller ID / number displayed:

WHO RECEIVED THE CALL

Full name:

Telephone number:

Date & time the call was received:

date : am pm

Report the call immediately to appropriate authorities. Contact details of these can be obtained from your supervisor.

- DO NOT HANG UP -

The Village Green
Virtual Public Charter School

On-Campus Handbook
Code of Conduct – Preamble

The school's **c**ode of Conduct reflects the acceptance of this school to take responsibility for both the success of all students and the security of the school environment. Acting as a district, the Village Green Code of Conduct preserves due process rights for students and is designed to provide a safe and secure learning environment for both students and faculty.

- Without standards of conduct, behavior boundaries for students are unclear and repercussions for violations may not be equitable or accepted by the community as a whole.
- The Village Green Code of Conduct not only provides for a safe and orderly learning environment, it also promotes responsibility within each student through the demands of the school community.
- The school's code is broken down into three major categories (harm to the collective quality of life, harm to others and major offenses). Additionally, rules regarding the Discipline Sub-Committee of the Board, attendance, bullying and academics can be found in the full document online.
- However, the strongest statement about student behavior at school is the message that comes not from the adults but from the students themselves. The code written by student government leaders is as follows and if adhered to, a Village Green student's actions will be within both the spirit and the letter of the school's Code of Conduct.

Basic Standards of Behavior as Identified by the Student Government

The following "commandments" have been put together and endorsed by the school's student government. There can be no stronger statements made about proper behavior. When the students define what is acceptable, then the rules are not simply adult rules but community rules.

From the desk of student government …

1. In order to function as a vibrant technological artistic community, students will show respect towards their peers, the faculty and environment. Therefore, the student body will work peacefully and productively.

2. In order to help fulfill the mission of the Village Green Virtual Charter School, all students will exhibit exemplary behavior in classes, have the respect to arrive on time, pay attention in class and complete all work as mature and responsible young adults.

3. During school hours, and while on school property, students should not participate in any illegal activities out of respect for themselves, their fellow peers, faculty members and community.

4. Violence of any kind towards fellow students and faculty will not be tolerated so as to keep the peaceful atmosphere intact.

The student government believes that only by following these guidelines will Village Green Virtual Charter School succeed in providing a safe, secure community for all of its students.

Discipline Sub-committee of the Board

The Discipline Sub-committee of the Board is a body comprised of the school's board members and is authorized to intervene in discipline matters, hold hearings and enter into behavior agreements with students and/or make recommendations to the school's full board.

The Discipline Sub-committee of the Board will deliberate on cases that have been brought to it through administrative action or parental dissatisfaction with results of administrative adjudication. Students and families will be afforded an opportunity to have rights to be heard, have the process explained to them, have an advocate attend with them, hear specific charges and be given a clear explanation of the consequences. Consequences can range from detention to community service to the committee's recommendation for exclusion from school for 45, 90 or 180 days.

At the conclusion of a compliance meeting, the student will be informed of the committee's decision and a behavior agreement will be entered into. Parents have rights to appeal to the full board and the n the Chief State School Officer.

School Regulations

Our location in the community means that Village Green students have a new responsibility to demonstrate good behavior. The school's reputation will be affected, either positively or negatively, by the actions and attitudes of the students.

Violations of any of the school regulations as stated below will result in disciplinary action as defined in this code of behavior.

Every faculty and staff member in the school has the authority and responsibility to enforce this code of conduct. Additionally, students may be asked to stay after school by any teacher for breaking either school or class rules. However, the primary responsibility for dealing with negative student behaviors will be Ms. Murphy, the Dean of Students.

Attendance and tardiness policy:

Perfect attendance is a rare occurrence in public schools. Even under the best of intentions and circumstances, absence and tardiness sometimes happen. In all cases of absence and tardiness a note or verbal excuse from the student's parent of guardian is required. Without a written note or verbal excuse, the absence or tardiness is to be considered unexcused. Detention may be assigned starting with the first unexcused absence.

- ***3 Tardies excused or unexcused will equal 1 Absence***
- ***20 unexcused absences in one semester will result in automatic retention to the current grade.***

Early dismissal – students will not be dismissed early unless a signed note from a parent or guardian has been given to the front office. Phone calls will not be accepted unless it is an emergency.

A. Basic Rules to protect our collective quality of life and the school environment (Category 1)

1. Respect

All students are expected to treat every individual in the building, including faculty, staff and fellow students with respect. We all share a learning community and the opinions of all members of our community are valued. Behaviors that detract from the learning community harm everyone. Racially or sexually offensive language affects our community negatively. Every student will be held accountable for their unruly and disorderly conduct. Respect of privacy and property is expected. The school's anti-bullying rules are specifically designed to prevent disrespect between Village Green School community members.

2. Dress Code

The dress code at Village Green attempts to balance the rights of expression of the individual with the legal requirement that the school provide a safe and orderly educational environment for all students. Clothing that promotes or portrays violence, offensive language, drugs or alcohol is not allowed. Clothing, for both males and females, that is revealing is not allowed. ***Tank tops, muscle shirts, sleeveless shirts, halter tops, or shirts that expose the midriff will not be allowed. Sleepwear, pajama bottoms or slippers will not be worn in school.*** With the exception of class requirements (in a dramatic production or in the kitchen) hats and hoods cannot be worn inside the school or school sponsored events off campus. Outdoor coats should not be worn inside the building.

Detention/suspension can be assigned for repeated violation of the dress code.

3. Technology

All Village Green technology is at the heart of our system; the on-line handbook is the companion to this code of conduct.

4. Phones

No student is permitted to use the telephones in the Main Office. In case of emergency, students should obtain a pass to see a non-teaching staff member to make the necessary call.

Cell phone use including texting during school time is prohibited, especially for contacting parents or guardians regarding early dismissal.

5. Food/Drink

Students are prohibited from bringing food and/or drinks into the classroom. Teachers may allow water.

6. Privately Owned Communications Devices of Students

Cell phones and MP3 players have proven to be a nuisance in the classroom. They can be stolen, cause interruptions to learning and create tension between adults and students

In emergency situations, parents should call the school rather than their child. When a parent calls the cell phone of their son or daughter then that parent is interrupting the entire class.

If a staff member or faculty member asks a student to give them the electronic device then the student must do so. Confiscated electronic devices will be returned only after the issue has been resolved.

If a student brings an electronic device to school, Village Green will in no way, shape or form take responsibility, financial or otherwise, for a lost, confiscated, damaged or stolen device.

7. Smoking

Village Green is a smoke free campus and students are not allowed to smoke within 1,000 feet of the school building. The three major reasons for this policy are:

1. Smoking is bad for your health and has proven to be fatal
2. RI State law requires that schools be smoke free and most students are under the age of 18
3. Smokers need to find smoking spots and spread litter. This adversely affects our many new and valued neighbors.

Violation of this policy may result in suspension, fines or mandatory smoking cessation classes.

8. Vandalism / Defacement of Property

Students must respect our school and neighborhood. Vandalism / defacement of any school property will not be tolerated. Actions such as writing in school textbooks, writing on desks or walls, carving into woodwork, desks, tables, or walls, breaking/damaging walls or school furniture, and spray-painting (graffiti) are actions of vandalism/ defacement. Anyone caught vandalizing school or local property will be disciplined and required to pay for damages or make restitution. The police will be called if a neighbor's property is affected.

9. Plagiarism

Plagiarism or cheating of any kind will not be tolerated. Students who are caught plagiarizing or cheating will receive a zero for the assignment, and a one day suspension. No make-up assignments will be given to recover the zero. If the student plagiarizes or cheats again, the student will fail the course automatically.

10. Internet Acceptable Use Policy

The use of the Internet has been provided to teachers and students as an educational tool and should be used as such. The use of the internet for illegal, commercial, or unethical actions is strictly prohibited. All illegal activities such as transmission of any material in violation of any U.S. or state regulations are prohibited. This includes, but is not limited to; copyrighted material, threatening or obscene material, or material protected by trade secret.

Bullying can and does happen electronically and we refer students to the Bullying Policy for further definition and actions that can be taken by the school for such acts.
Please refer to the on-line handbook which is a companion to this on-campus

B. ***Rules against injury to others (Category 2)***
1. Sexual Harassment
Sexual harassment is against the law and will not be tolerated. A student will not use words, pictures, objects, gestures, or other actions relating to sexual activity or a person's gender as defined by the law that violates the rights of any person. Sexual harassment will be reported immediately to the Principal of the school.

2. Theft/Possession of Stolen Property
A student will not, without permission of the owner or custodian of the property, take property nor have in his/her possession any property that does not belong to him/her.

3. Bullying
Bullying is clearly a violation of RI State law. Please see the bullying policy at the conclusion of this document.

4. Creation of an Unsafe Environment

Students who pull fire alarms, set off fire extinguishers, smoke inside of the school building, incite others to unruly behavior, misbehave on busses, leave school grounds without permission and engage in other destabilizing behaviors create an unsafe environment and are subject to disciplinary action.

C. ***Major*** *offense* ***(Category 3)***
The school has ZERO tolerance regarding the possession of weapons, fireworks, alcohol and/or drugs, and the use violence. Students who commit any of these student Category III offenses will be referred to the Discipline Sub-Committee of the Board and/or the Board of Trustees.

1. Weapons
Any student found to be in possession of a weapon will be suspended and referred to the Discipline Sub-Committee of the Board for a hearing, which may result in exit from our school for up to 180 days or the duration of the school year in accordance with the Rhode

Island State Law.

2. Alcohol and Drugs
Alcohol and Drug use is strictly prohibited. A student will not possess, use, offer to buy or sell controlled substances, dangerous drugs, prescriptions drugs, counterfeit drugs, intoxicating substances or alcohol. Any student who possesses drugs or alcohol will be automatically suspended and referred to the Discipline Sub-Committee of the Board.

Students required to take prescription drugs during school hours must present a copy of the prescription showing required times and dosages to the school nurse.

3. Physical Violence

Any student who assaults another student or staff member will be automatically suspended and referred to the Discipline Sub-Committee of the Board.

SCHOOL INTERVENTIONS

A. Academic:

All academic violations including missed work assignments will be handled with the following process:

STEP 1: Teacher intervention(s). It is expected, as part of basic teaching responsibilities, that individual teachers will intervene first on academic issues.

STEP 2: If offense is very serious or teacher believes additional intervention is necessary, a written referral with recommendations will be sent to Principal. The Principal will respond to the referral within 24 hours.

STEP 3: If student behavior continues, the Principal will intervene again with one of the appropriate actions: detention, in-school suspension, parent conference, out-of-school suspension or a Discipline Sub-Committee of the Board.

B. Behavior:

The process for mediating and/or investigating behaviors which violate the rules found listed in sections A., B., and C is as follows:

STEP 1: Teacher and/or staff intervention(s). It is expected, as part of basic classroom management, that individual teachers will intervene first on low level behavioral infractions and will intervene first on infractions that violate their own classroom policies.

STEP 2: If offense is very serious or teacher believes additional intervention is necessary, a written referral with recommendations will be sent to the appropriate Principal. The Principal will respond to the referral within 24 hours.

STEP 3: If student behavior continues, the Principal will intervene again with one of the appropriate actions: detention, in-school suspension, parent conference, out-of-school suspension or a Discipline Sub-Committee of the Board.

The teacher is responsible for supplying work to the student or the Principal at the time of dismissal from class. The student is responsible for doing their classwork/schoolwork while in the in-house suspension room.

Outline of Due Process Rights for Students and their Parents and/or Guardians

In cases of suspension from school and possible exclusion from school, the process is:

1. The school gives notice in writing to the parent(s) and/or guardian(s) describing the problem, the length of suspension and instructions to appear at the date and time of a reinstatement hearing/appointment.

2. At this hearing/appointment the student and parent(s) and/or guardian(s) have the right to be heard.

3. Parent(s) and/or guardian(s) may bring an advocate with them for support.

4. If the decision of the Head of School, Principal or Discipline Sub-Committee of the Board is disagreed with by the parent(s) and/or guardian(s), a letter of appeal must be written to the chair of the Board's Discipline Committee. The board’s committee will meet within the week and hold a separate hearing where the due process rights outlined above will continue to be in force.

Village Green Virtual Charter School

Bullying Prohibition and Prevention Document

The State of Rhode Island and the Dept. of Education have taken a strong stand against bullying in our schools. Village Green Virtual Charter School strongly supports their policies and is working to eliminate bullying and harassment in all forms within our school in order to provide a safe and secure school climate so that all students may learn.

As part of the Anti-Bullying Education Program at Village Green Virtual Charter School it is important that all members of our community are aware of school policies including what bullying looks like. All students and their parents/guardians should read and sign the policies below.

Village Green Virtual Charter School' Statement of Non-Discrimination

No person shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any educational program or activity available in school on the basis of race, color, sex, religion, creed, political belief, age, national origin, linguistic and language differences, sexual orientation, socioeconomic status, height, weight, marital or familial status, or disability.

Bullying Prohibition and Prevention Policy

Bullying is a form of harassment. For the purposes of this policy, bullying is defined as:

The repeated intimidation of others by the real or threatened infliction of physical, verbal, written, electronically transmitted, or emotional abuse, or through attacks on the property of another. It may include, but not be limited to actions such as verbal taunts, name-calling, and put downs, including ethnically-based or gender-based verbal put downs, and extortion of money or possessions.

Such conduct is disruptive of the educational process and therefore, bullying is unacceptable behavior at Village Green Virtual Charter School and is prohibited.

Students who engage in any act of bullying while at school, at any school function, in connection to or with any school sponsored activity or event, or while in route to or from school are subject to disciplinary action, up to and including suspension and exclusion. Law enforcement officials shall be notified of bullying incidents, as required by law.

There are many ways to bully someone. A bully wants to hurt the other person (it's not an accident). Bullying is UNFAIR.

There are four main kinds of bullying. Here are some examples:

1) ***Physical bullying*** when someone hits, shoves, kicks, spits or beats up on others, including damaging or stealing another student's property.

2) ***Verbal bullying*** name-calling, mocking, hurtful teasing, using comments of a sexual nature, humiliating or threatening someone, making people do things they don't want to do.

3) ***Social bullying*** excluding others from the group, spreading gossip or rumors about others, making others look foolish, making sure others do not spend time with a certain person.

4) ***Electronic bullying*** using computer, e-mail, instant messaging, and phone or cellular phone text messages to: threaten or hurt someone's feelings, single out, embarrass or make someone look bad, spread rumors or reveal secrets about someone.

Parent/Guardian Code of Conduct and Anti-Bullying Pledge

As parents/guardians, we agree to join together with the Village Green Virtual Charter School community to uphold its Statement of Non-Discrimination and the State of Rhode Island's safe schools legislation in order to stamp out bullying at our school.
By signing this pledge, we agree to:
* Keep ourselves and our children informed and aware of school bullying policies and behaviors that are considered bullying and harassment.
* Work in partnership with Village Green Virtual Charter School to encourage positive behavior, valuing differences and promoting sensitivity to others.
* Discuss regularly with our children their feelings about schoolwork, friendships and relationships.
* Inform teachers of changes in our children's behavior or circumstances at home that may change a child's behavior at school.
* Alert Village Green Virtual Charter School staff if any bullying has occurred.

Parent/Guardian's Signature_____

Date_____

Student Code of Conduct and Anti-Bullying Pledge

I agree to join together with the Village Green Virtual Charter School community to uphold its Statement of Non-Discrimination and the State of Rhode Island's safe schools legislation in order to stamp out bullying at our school.
By signing this pledge, I agree to:
* Value student differences and treat others with respect.
* Not become involved in bullying incidents or be a bully.
* Be aware of Village Green Virtual Charter School policies and support system with regard to bullying.
* Report honestly and immediately all incidents of bullying to a faculty member.
* Be alert in places around the school where there is less adult supervision such as bathrooms, hallways, and stairwells.
* Support students who have been or are subjected to bullying.
* Talk to teachers and parents about concerns and issues regarding bullying.
* Work with other students and faculty to help the school deal with bullying effectively.

* Encourage teachers to discuss bullying in the classroom.

* Provide a good role model for younger students and support them if bullying occurs.

I also acknowledge that whether I am being a bully or see someone being bullied, I have a responsibility to do something.

Student's Signature_____Date_____

Projected Core Sequence for Grades 9 through 12

9	ELA 9 or Literacy and Comprehension I&II	1	Core or remedial
	Environmental Science	1	Core
	Algebra I	1	Core
	World History	1	Core
	Strategies for Academic Success	0.5	Foundational
	Computers	0.5	Foundational
	Foundations of Personal Wellness	1	Elective
	Introduction to Communication and Speech	0.5	Foundational
		6.5	
10	ELA 10	1	Core
	Biology	1	Core
	Geometry	1	Core
	US History	1	Core
	Spanish I	1	Core
	Introduction to Art	0.5	Elective
	Lifetime Fitness	0.5	Elective
	Digication (non e2020 curricula)	0.5	Foundational
		6.5	
11	ELA 11	1	Core
	Chemistry	1	Core
	Algebra II	1	Core
	Human Geography	1	Core
	Spanish II	1	Core
	Art History	0.5	Elective
	Healthy Living	0.5	Elective
	Career Planning and Development	0.5	Foundational
		6.5	
12	ELA 12	1	Core
	Physics	1	Core
	Pre-Calculus or Financial Math	1	Core
	Government and Economics	1	Foundational
	Spanish III	1	Core
	Psychology	0.5	Elective
	Sociology	0.5	Elective
	Capstone	0.5	Foundational
		6.5	

Budget Projection Form
State of Rhode Island
Charter School Operating Budget Projection
Five (5) Year Projection

REVENUE	**FY14**	**FY15**	**FY16**	**FY17**	**FY18**
Local	880,578	1,320,900	1,761,200	1,761,200	1,761,200
State	880,578	1,320,900	1,761,200	1,761,200	1,761,200
Federal	100,000	133,000	166,000	166,000	166,000
Medicaid	30,000	45,000	60,000	60,000	60,000
CSP	250,000	75,000	0	0	0
Total Revenue	**2,141,156**	**2,894,800**	**3,748,400**	**3,748,400**	**3,748,400**
EXPENSES					
Instruction					
Face to face teaching					
Teachers	450,000	675,000	900,000	927,000	954,810
Substitutes	5,000	10,000	15,000	15,000	15,000
Paraprofessionals (DSS)	40,000	81,200	123,636	127,345	131,165
Sub-total instruction	495,000	766,200	1,038,636	1,069,345	1,100,975
Benefits					
Benefits calc at 30%	148,500	229,860	311,590	320,803	330,292
Total teaching	643,500	996,060	1,350,226	1,390,148	1,431,267
Classroom Materials					
Technology and software	136,000	68,000	68,000	68,000	68,000
Materials, trips, supplies	47,600	71,400	95,200	95,200	95,200
Materials sub-total	183,600	139,400	163,200	163,200	163,200
Total Instruction costs	**827,100**	**1,135,460**	**1,153,426**	**1,553,348**	**1,594,467**
Instructional Support					
Pupil Support					
Data/Guidance and counseling	12,500	15,000	17,500	20,000	22,500
Library/Media	0	0	0	0	0
Extracurricular	10,000	15,000	20,000	20,000	20,000
Student Health	21,600	22,248	22,915	23,602	24,310

Pupil Support Benefits -30%	6,480	6,674	6,874	7,080	7,293
Teacher Support					
Curriculum Devel/Oversight (CAO)	85,000	87,550	90,177	92,882	95,668
Curriculum Devel/Oversight Benefits	28,333	26,265	27,053	27,864	28,700
In-service/staff development	0	0	0	0	0
Program Support					
Program Management (ITS)	40,000	87,550	90,177	92,882	95,668
Program Management Benefits	12,000	26,265	27,053	27,864	28,700
Therapists/psychologists	10,000	15,000	20,000	20,000	20,000
Assessments					
Academic Student Assessment	5,500	3,060	4,080	4,080	4,080
Total Instructional Support	**231,413**	**304,612**	**325,829**	**336,254**	**346,919**
Operations					
Non-Instructional Student Support					
Transportation	88,400	132,600	176,800	176,800	176,800
Food service	0	0	0	0	0
Safety	0	0	0	0	0
Facilities					
Building upkeep, maintenance	24,800	25,544	26,310	27,099	27,912
Business Services					
Data processing	12,500	20,000	27,500	27,500	27,500
Business operations	75,000	125,000	200,000	225,000	250,000
Legal	10,000	12,000	14,000	16,000	18,000
Total Business Operations	**210,700**	**315,144**	**444,610**	**472,399**	**500,212**
Other Commitments					
Contingencies					
Budgeted contingencies	0	0	0	0	0
Capital					
Debt service	198,000	203,940	210,058	216,359	222,850
Capital projects	165,000	88,000	15,000	15,000	15,000
Out of District Obligations					
Retiree benefits	0	0	0	0	0
Enterprise and Comm Serv Ops	0	0	0	0	0
Legal Obligations					

Claims and settlements	0	0	0	0	0
Total Other Commitments	**363,000**	**291940**	**225058**	**231359**	**237850**
Leadership					
School Office	40,000	82,400	127,308	131,127	135,060
Operations	100,000	103,000	106,090	109,273	112,551
Superintendent	140,000	144,200	148,526	152,982	157,571
Recruitment/Comm Engagement	85,000	87,550	90,177	180,354	191,336
Sub-total leadership	365,000	417,150	472,101	573,736	596,518
Leadership benefits at 30%	109,500	125,145	141,630	172,120	178,955
Total Leadership	**474,500**	**542,295**	**613,731**	**745,856**	**775,473**
TOTAL EXPENSES	**2,106,713**	**2,589,451**	**2,762,654**	**3,339,216**	**3,454,921**

Budget Narrative for Years One through Five

Instruction

Face to face teaching

Teachers	Estimated step five on salary schedule/ maintains a 1:13 teacher to student ratio throughout
Substitutes	Factored at 50 days per year at 100 per diem
Paraprofessionals (DSS)	Design Space Supervisor moving from one to three as the school reaches capacity, 40K

Benefits

Benefits calc at 30%	Total benefits calculated at traditional 30%, anticipated decrease due to pension changes

Classroom Materials

Technology and software	Budgeted at 1K per student for hardware and software (e2020)
Materials, trips, supplies	Budgeted at $350 per student as a basis, does not include e2020 (see above)

Instructional Support

Pupil Support

Data/Guidance and counseling	Data support from consultant Guidance Counselor
Library/Media	No planned FTE in this position
Extracurricular	Modest costs associated with student after school clubs and RIIL membership
Student Health	Part time School Nurse Teacher at daily rate
Pupil Support Benefits -30%	Total benefits for Nurse Teacher calculated at 30%, anticipated overestimate/pension changes

Teacher Support

Curriculum Devel/Oversight (CAO)	Chief Academic Officer
Curriculum Devel/Oversight Benefits	Total benefits calculated at traditional 30%, anticipated overestimate due to pension change

In-service/staff development	Responsibilities of CAO
Program Support	
Program Management (ITS)	Info Technology Specialist; 1 PTE in year one, 1 FTE in year 2 and 2 FTEs in years 3 to 5
Program Management Benefits	Total benefits calculated at traditional 30%, anticipated over-estimate due to pension change
Therapists/psychologists	Mental Health provider outsourced to local agency or provider
Assessments	
Academic Student Assessment	Costs associated with Global Scholar Performance Series; high upfront costs in year one
Total Instructional Support	
Operations	
Non-Instructional Student Support	
Transportation	One monthly RIPTA pass ($65.00) for each student for 10 month per year
Food service	Universal Free Sodexo plan negates cost
Safety	No security guard planned; monitor system and badge swipe capital projects
Facilities	
Building upkeep, maintenance	Maintenance in lease; 7,800 misc for repairs, 17K insurance from private agency will be a comprehensive school package inc D&O
Business Services	
Data processing	Pupil Data Management System and photocopy lease with costs
Business operations	Business Management Consultant, payroll, UCOA software, Cox service and fiscal review

Legal	Typical costs for services to the board
Other Commitments	
Contingencies	
Budgeted contingencies	Not ascertainable at this time
Capital	
Debt service	Lease amount, NNN, with HVAC and Janitorial, $9 per sq. ft. (22K) escalating at 3% per annum
Capital projects	Build-out costs, furniture, IT system, VOIP system, Video/monitoring system
Out of District Obligations	
Retiree benefits	N/A
Enterprise and Comm Serv Ops	N/A
Legal Obligations	
Claims and settlements	N/A
Total Other Commitments	
Leadership	
School Office	Main Office and Customer Communication; 1 FTE in year one, 2 in year 2 and 3 in yrs 3 to 5
Operations	Chief Operations Officer; key Admin position, 1 FTE in years 1 through 5
Superintendent	Executive function fulfilled by one fully certified FTE in years 1 through 5.
Recruitment/Comm Engagement	Admissions and External Engagement; 1 FTE in year one and two, 2 FTEs in years 3 to 5
Leadership benefits at 30%	Total benefits for Nurse Teacher calculated at 30%, anticipated overestimate/pension changes

Salary Schedule

					3,000.00		6,000.00
	STEP		Base		Masters		Doctorate
	1		40,000.00		43,000.00		46,000.00
	2		41,200.00		44,200.00		47,200.00
1.03	3		42,436.00		45,436.00		48,436.00
	4		43,709.08		46,709.08		49,709.08
	5		45,020.35		48,020.35		51,020.35
	6		46,370.96		49,370.96		52,370.96
	7		47,762.09		50,762.09		53,762.09
	8		49,194.95		52,194.95		55,194.95
1.03	9		50,670.80		53,670.80		56,670.80
	10		52,190.93		55,190.93		58,190.93
	11		53,756.66		56,756.66		59,756.66
1.03	12		55,369.35		58,369.35		61,369.35